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ABSTRACT

The Afro-American Curriculum Office and Resource Center, funded under Title III of the 1965 Elementary Secondary Education Act, had the general purpose of upgrading the instructional level and the material resources concerning the black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo Public Schools, it was designed to service all public, private and parochial school systems in the metropolitan area. A staff of seven people was hired to operate the project: a project director, three teachers, a certified librarian, a secretary, and a library aide. The project operated specifically in the Ninth Congressional District which includes approximately 432,619 people. There are about 54,710 blacks within this area, most of whom life in well-defined areas within the city limits of Toledo. The project was designed to reach not only this core area of blacks but also the suburban areas of whites. A central resource center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audio-visual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared criteria. Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area. In order to provide teachers and other interested personnel with the background to handle the instructional materials a series of inservice methods have been employed, including presentations, demonstrations, speakers, and long-term institutes. (Author/JM)

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AFRO-AMERICAN

CURRICULUM OFFICE
AND
RESOURCE CENTER

ESEA TITLE III

TOLEDO PUBLIC SCHOOLS
TOLEDO, OHIO

UD 014057

FRANK DICK
SUPERINTENDENT

RUSSELL A. WORKING
STATE AND FEDERAL PROGRAMS

WESLEY J. JONES, JR.
PROJECT DIRECTOR

PREFACE

The Final Evaluation Report for the Afro-American Curriculum Office and Resource Center was submitted to the Ohio Title III Office in September 1973. It represented a description and evaluation of project activities for a period of three years from June 1970 to June 1973. Although the Report was basically organized on the format recommended by the Ohio Title III Office the various parts were indicated in the Table of Contents, which should allow those individuals interested in one particular aspect to find that information. The Appendices contain examples of project publications and all Interim Evaluation Reports for the three years of the project.

The Report represented the efforts of a number of individuals, who worked directly in and for the project for the three years and whose names appear in the text. Unable to be included were the names of all teachers and administrators in the various school districts of the Ninth Congressional District, without whose participation the project could not have been implemented. This Report was therefore written with those individuals in mind. The changes they have wrought in the curriculum of our schools must be recognized. It is hoped that the total effort of the project has met the needs of the students in making the society of the Toledo Metropolitan Area more responsive to all its citizens. Further information on any part of this Report may be obtained by contacting Wesley J. Jones, Jr. of the Toledo Public Schools.

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Afro-American

Curriculum Office

and

Resource Center

ESEA Title III

Toledo Public Schools

Toledo, Ohio

PART I

DESCRIPTION

A. SUMMARY

The Afro-American Curriculum Office and Resource Center had the general purpose of upgrading the instructional level and the material resources concerning the black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo Public Schools, it was designed to service all public, private and parochial school systems in the metropolitan area. A staff of seven people was hired to operate the project: a project director, three teachers, a certified librarian, a secretary, and a library aide.

The project operated specifically in the Ninth Congressional District which includes approximately 432,619 people. There are about 54,710 blacks within this area, most of whom live in well-defined areas within the city limits of Toledo. The project was designed to reach not only this core area of blacks but also the suburban areas of whites.

A central resource center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audio-visual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared criteria. Resources in the center are periodicals, books, films, filmstrips, records, visuals and games to supplement art, music, language arts, social studies, human relations and physical education. Any of the instructional materials may be used by educational personnel, including students, teachers or administrators, and by interested community people.

Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area. A newsletter-bulletin is utilized to keep the materials current. In order to provide teachers and

and other interested personnel with the background to handle the instructional materials a series of inservice methods have been employed, including presentations, demonstrations, speakers and long-term institutes.

Results of the program have been (1) a general awareness of the void in the curriculum of our schools (2) the establishment of the means to fill that void and (3) the actual attempt by many classroom teachers to fill that void both for themselves as individuals and for their students. These results can be illustrated by the growth in circulation of instructional materials from the resource center and by the assistance provided by the center personnel in individual classroom demonstrations to begin, summarize and/or highlight units on minority contributions. Although a monthly user index indicates the widespread, on-going implementation of instruction on minorities, the immense amount of planned, human relations-type activities reported during February 1973 has been particularly gratifying. Every school in the Toledo Metropolitan Area observed in some fashion African-American History Week. These observations took place in schools with all types of racial composition and with no racial conflict.

Evaluation reports have indicated that the students are growing in their perspective of self-worth and of human value. One teacher in a third grade setting asked her students to draw pictures of cowboys as an art-oriented pre-test. She reported that fifty-four (54) per cent of her class of all black students drew pictures with only white cowboys represented. After the instruction of a unit on "Blacks in the West", the post-test drawings showed that only nine (9) per cent of her class drew only white cowboys ---- a forty-five (45) per cent shift toward increasingly accurate representations of historical antecedents as they had actually occurred.

Another school reported that after instruction on "Afro-Americans in American Life", a unit of several weeks duration presented in an all white school at the sixth grade level, students wrote and published articles in their school newspaper which extolled the virtues and contributions made by Afro-Americans. This culmination of the unit was not an activity planned by the teacher but initiated by the students.

The relative success of the program justifies a recommendation that the project be continued at as high a level as possible. Continuation activities will seek a greater inclusion of those people who may not have been touched by the initial efforts.

B. CONTEXT DESCRIPTION

Located in Toledo, Ohio, the Afro-American Curriculum Office and Resource Center is designed to serve the Ninth Congressional District which includes the following suburban areas of Toledo: Sylvania, Maumee, Swanton, Ottawa Hills and Oregon. This group of cities composes the majority of the total population of Lucas County in northwestern Ohio along the Maumee River and Lake Erie. Of the 484,370 people living in Lucas County, approximately 432,619 live in these urban or well-populated suburban areas; the remaining are in completely rural situations. Although the population increase of about 50,000 people between the 1960 and 1970 censuses is not extremely significant, there has been in the same period a growth in the suburban areas with a proportional drop in population in the heavy urban areas of Toledo itself. The number of blacks within these areas is 54,710. Although this figure is close to the national percentage, approximately ninety-nine percent of these blacks live in well-defined areas within the city limits of Toledo.

The economy of the Toledo Metropolitan Area is rather diversified. There are represented the major oil, steel, and automobile companies; many large department stores and other businesses; and three universities. The local governments and local school districts also offer many opportunities for employment. For this reason, the local unemployment rate has been four and one-half percent, which is well below the national average. The rate of welfare recipients in all categories (including aid to the blind, disabled, aged, dependent children, etc.) is about six percent.

Eight school districts are served by the project: Toledo City, Washington Local, Toledo Roman Catholic, Sylvania City, Springfield Local, Ottawa Hills City, Maumee City and Oregon City. The number of students in these school districts, serving approximately 116,763 pre-school children to adults, has been relatively stable with some lowering over a three year period. The average per pupil cost in these districts is presently $728.72. In the past three years voters have generally responded positively to renewal of operating levies but have many times rejected requests for new millage.

Within the generally healthy situation in the Toledo Metropolitan Area, one problem is evident: the black and white populations are not integrating. Since most of the black population is concentrated within certain areas of Toledo and much of the white population in suburban Toledo, or in the surrounding cities, the premise of the National Advisory Commission on Civil Disorders in 1968 has been achieving reality within the Toledo Metropolitan Area. Charges have been lodged that public institutions are not relevant and/or are fostering racism, and the schools have received a major portion of these charges.

It has been felt that the schools should be primary vehicles in developing pride and a positive self-image for black children and in reducing the ignorance caused by separation among the white children. School systems should regularly receive requests from teachers for materials which could enable them to present issues on minorities fairly and objectively. Principals should be eager for materials which allow them to present school programs that would assist in developing a responsible school community.

Resources for coping with this two-fold problem have not been readily available. Too often programs designed to meet such needs were not born in a system's curriculum meetings or in the classroom but on the steps of an Administration Building. There has been a need for time to construct thoughtfully a series of courses that would delineate sensitive areas of interpretation and would specify where carefully selected resource materials could be best utilized in the school curriculum. This work should come before the critical stage of confrontation is reached by a school system.

The professional staff of all schools have faced this urgent need with a profound sense of inadequacy. Teachers, either through lack of knowledge or through lack of self-evaluation, have not been familiar with materials that explode the myths of the "happy minority" or that of the "melting pot" of ethnic groups. What has been needed is a way to inform the current teaching staff as to what teaching materials are available and what instructional approaches can be employed to create empathy for those they teach and for those about whom they teach.

A series of meetings were held in 1969-1970 with community leaders from the Toledo Model Cities Agency, the Chamber of Commerce, the Toledo-Lucas County Public Library, the University of Toledo, Harambee, the NAACP, the Toledo Catholic Diocese, the World Affairs Council and the International Institute of Toledo. Representatives from these organizations gave direction and reinforcement to the above-stated needs. The Citizen's Advisory Committees of each of the schools and the Council of Instruction also set goals for the schools in the area of black contributions and human relations.

To meet the above-stated needs, the Toledo Public Schools instituted in June, 1970, the Afro-American Curriculum Office and Resource Center, an Ohio ESEA Title III Project, for the general purpose of upgrading the instructional level and material resources concerning the black American's contributions to this country's past and present life. Although the Project is directly administered through the Toledo school system, it is designed to service all public, private and parochial school systems in the Metropolitan area.

The Afro-American Curriculum Office operates under the philosophy that instruction on the Afro-American should be integrated into the regular curriculum on all grade levels throughout the school year. Special times, such as Negro History Week and Brotherhood Week, can be used to highlight activities of the total year.

On the elementary level, this instruction can center around human relations as a general appreciation of the contributions of various minorities in American society. There are numerous opportunities in social studies, language arts, music and art whereby these concepts can be introduced. Elementary concepts can be continued on the junior high level, while adding more specific information and facts about Afro-Americans for discussion and study. Although high school students should have the option of a well-disciplined Afro-American studies program, instruction should continue within the required curriculum on an integrated basis, especially in the social studies and language arts. This philosophy of curriculum should transcend racial composition of specific classrooms and would permit teachers of all students to make their instructional content more coincidental with American society.

C. PROGRAM EXPLANATION

1. DESCRIPTION
2. ACTIVITIES
3. COOPERATIVE EFFORTS

1. Description

The specified objectives of the program are as follows:

1. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community.
2. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to be used in the regular classrooms in grades K-12.
3. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools.
4. To initiate self-awareness sessions among the educational personnel in order that they may recognize and understand the status of the Afro-American and thereby realize their own importance in promoting better understanding and relations among the races.
5. To effect changes in attitude in teachers, students and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

Although in theory the program was designed to reach all members of the educational, social and community groups in the Ninth Congressional District, it was decided that a target group must be selected for priority training. This group selected was the educational personnel and specifically the teachers on all grade levels in the various school systems. In order to fulfill the objectives and provide in-service training for these teachers, an entirely new staff was hired for the program. Recruitment was primarily done from existing personnel within the Toledo Public Schools. Figure 1 provides an organizational chart.

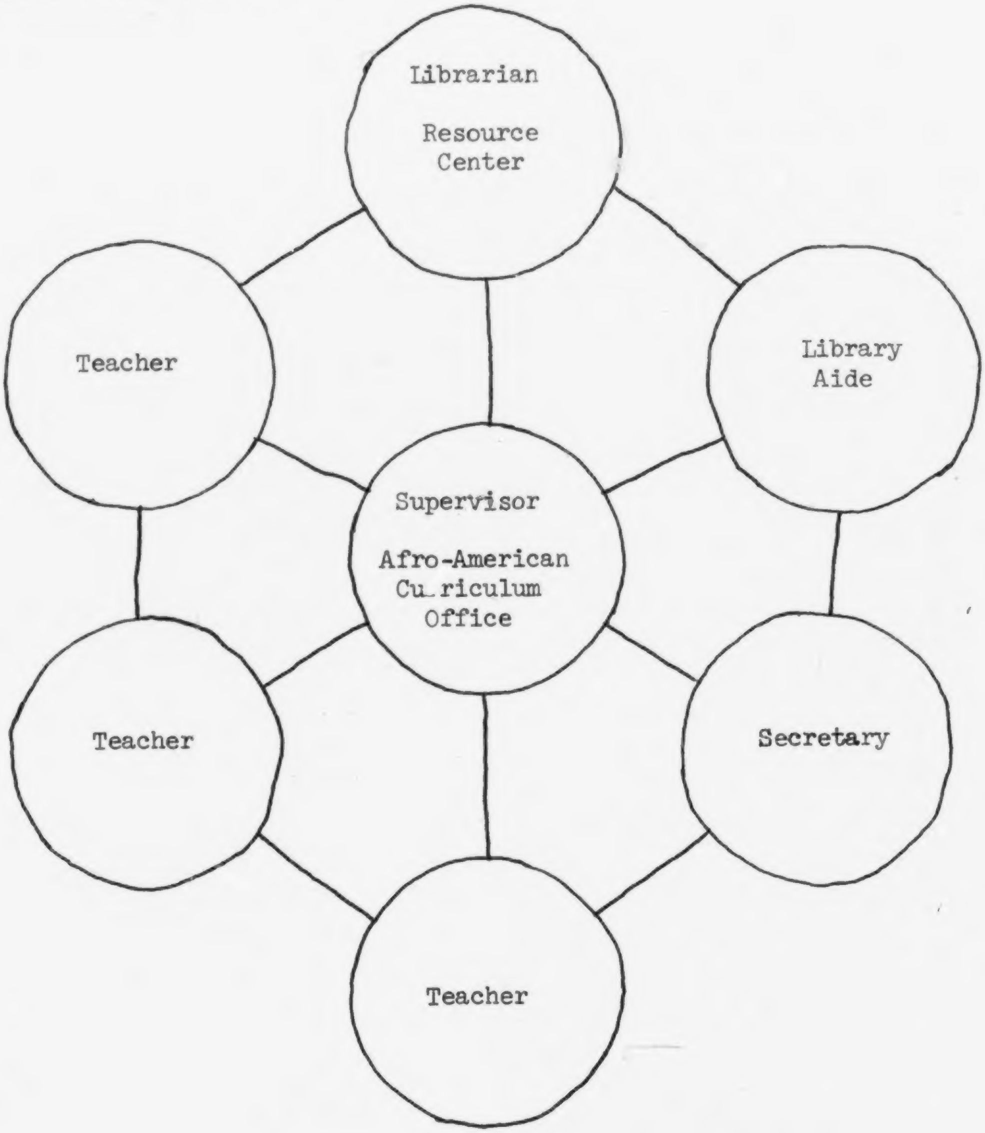

Librarian
Resource Center
Teacher
Library Aide
Supervisor
Afro-American Curriculum Office
Teacher
Secretary
Teacher

FIGURE 1. Organization Chart for the Afro-American Curriculum Office

Mr. Wesley J. Jones, Jr. served as the Project Supervisor. A full-time employee of the Toledo Public Schools, he was centrally responsible for the total organization of the office, its functions and personnel. The scope of his duties were more inclusive than the specific obligations listed in the original proposal. His major tasks were as follows: coordinator for overall office operations; facilitator and broad outline-guide for the development of curricula; liaison and planning officer for internal and external staff development seminars; principal liaison official for external meetings with citizens' advisory groups and committees and other interested community people; and responsible dispersing officer and monitor of budget allocations and expenditures.

There were three full-time professional teachers on the office staff: Sister Norma Dell, Mrs. Elin Richardson and Mr. Willie E. Green. The duties assigned to these personnel included production of instructional units and curriculum guides; central responsibility for assessment and decision-making regarding all materials in the area of Afro-American history and culture that were acquired by the Toledo Public Schools; development, preparation, and implementation of selected staff development activities; and preparation and presentation of talks and speeches on behalf of the center.

The full-time Resource Center Librarian conducted the internal operation of the center (as her duties were delegated and defined by the Project Supervisor) and specifically initiated the following tasks: purchased materials, supplies and equipment; catalogued holdings and kept records; assisted in materials evaluation; could recommend purchase of materials; codified bibliographies for staff utilization as well as dissemination to classes; directed in-service for school and public librarians; and prepared and delivered talks and speeches on behalf of the center.

The non-professional staff included a full-time secretary and a full-time library aide. The secretary's duties encompassed the usual general office responsibilities (i.e. telephone-answering, general typing, filing, etc.), preparation of selected curriculum materials, bookkeeping for the large amount of purchases and related functions. The library aide assisted in cataloguing and preparation of purchased materials, monitored circulation of materials, and gave generalized assistance in the operation of the resource center. Figure 2 provides a summary of the duties of all center staff members.

The project has been located in the Administration Building of the Toledo Public Schools, with special programs occurring in various schools throughout the Ninth Congressional District. Figure 3 outlines the office and resource center physical layout. This report will cover the major procedures and activities of the project from June 1970 to June 1973.

Review of major project activities occurred in the first year through monthly reports filed by each professional staff member, and by a special evaluation from Miss Jean Tilford, Supervisor of Social Studies for the Cincinnati, Ohio, Public Schools. (See Appendix G) In the second year four interim reports were filed by outside evaluators from the University of Toledo in addition to the monthly reports of the center professional staff members. (See Appendices H-K) In the third year three interim reports and a special addendum to Report #2 were filed by the outside evaluators from the University of Toledo. (See Appendices L-O)

A number of important changes were made in project direction based on these reports. For example, information in the monthly reports in October, 1970, determined the need for pilot schools on the various grade levels to

Legend:

R = Responsible for

I = Involved

Task Functions	Director of Social Studies	Project Supervisor	Resource Center Librarian	Teachers	Library Aide	Secretary
1. Monitor operations of the Afro-American Studies Office	R					
2. Organize office of Afro-American Studies		R				
3. Coordinate Activities of Center		R				
4. Monitor of Curriculum Production		R				
5. Program Planning		R				
6. Coordinate with Community Committees		R				
7. Authorize Expenditures		R				
8. Organization and Operation of the Resource Center		I	R			
9. Purchase Curriculum Materials		R	I	I		
10. Evaluate Materials and Equipment		I	R	R	I	
11. Compile Bibliographies			R	R	I	
12. Production of Curriculum Units and Guides				R		
13. Prepare and Conduct Staff Development Experiences		I	R	R		
14. Resource Speakers		I	I	R		
15. General Library Work					R	
16. General Office Work						R

FIGURE 2. Responsibility Chart Related to Functions of Personnel

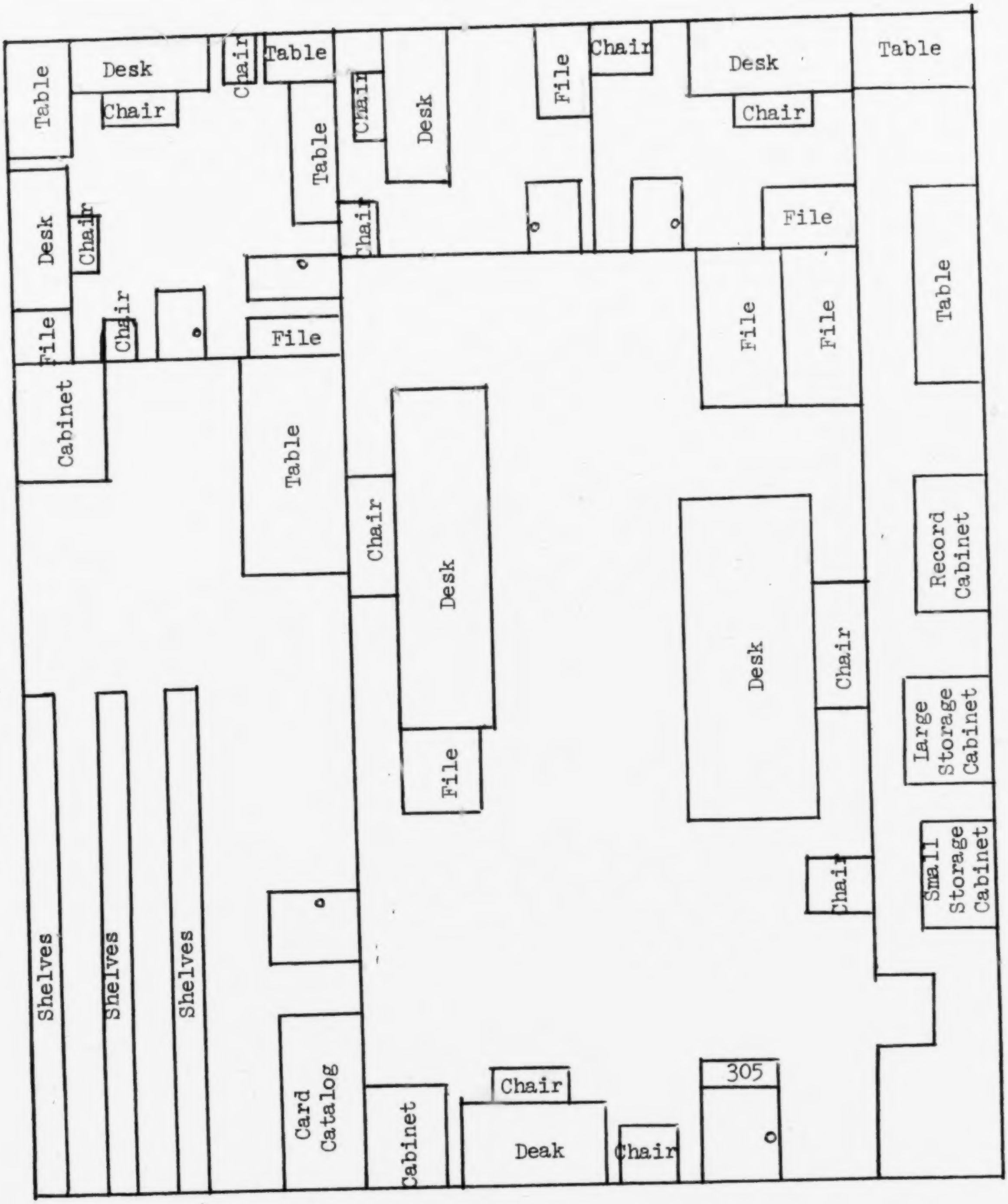


Table
Desk
Chair
Chair
Table
Chair
Desk
File
Chair
Desk
Chair
Table
Table
Desk
Chair
Chair
File
Chair
File
File
File
Table
File
Cabinet
Table
Chair
Desk
Desk
Chair
Record Cabinet
Large Storage Cabinet
File
Small Storage Cabinet
Chair
Shelves
Shelves
Shelves
Card Catalog
Cabinet
Chair
Deak
Chair
305

FIGURE 3. Floor Plan of Center Facilities

obtain teacher input on evaluation and utilization of materials. The meetings with the pilot school teachers demonstrated the need for many of the materials to be situated in the individual schools. The center then developed a model book kit to be placed in all schools in the Ninth Congressional District. Miss Tilford's evaluation generated the idea of a newsletter-bulletin to disseminate more widely the wealth of materials in the center and suggestions for implementation of minority studies on all grade levels. The interim reports showed the necessity of a more closely directed program for the Institute on Afro-American Materials and there was a complete reorganization of the format for the second two-week period. Finally, the monthly reports, the evaluation reports, and the pilot school meetings indicated that intense inservice was necessary with the teachers on all grade levels. Therefore for the 1972-1973 school year the professional staff of the center conducted a series of twenty-one sessions with approximately one hundred and sixty teachers for two hours each session. Although each of these changes will be discussed in greater detail in the appropriate sections, this summary should illustrate the importance which the center staff placed on periodic review of their activities.

As stated above, all funds for the program have been obtained from the Ohio ESEA Title III Office in Columbus, Ohio. At present the total cost of the program would be $161,236 from June 20, 1970 to August 20, 1971 which could be characterized as "start-up" costs; $145,783 from August 21, 1971 to August 20, 1972 which were the first continuation funds; and $141,000 which were the second continuation funding from August 21, 1972 to June 19, 1973. These figures make a total of $448,019. More detailed information regarding budget may be obtained by consulting the Budget Sections of each continuation grant proposal. Figure 4 provides a general breakdown into broad categories for each budget year. Figure 5 provides a general breakdown of sources of funds for the three project years.

Category	Year			Total
	I	II	III	
Administration	20,600	31,266	29,708	81,574
Instruction	123,000	99,647	96,618	319,265
Operation of Plant	2,036	4,439	3,194	9,669
Fixed Charges	8,600	9,828	10,878	29,306
Equipment	7,000	603	602	8,205
Totals	161,236	145,783	141,000	448,019

FIGURE 4. Breakdown of Budget into Broad Categories

Total Federal support under ESEA Title III	$448,019
Total Federal support other than under ESEA Title III	-0-
Total non-Federal support	-0-
Total project cost	448,019
Total evaluation cost	39,643

FIGURE 5. Sources of Funds

2. Activities

All the program activities have been related to the objectives outlined in Appendix A.

1. In establishing the resource center, contact was made in July, 1970 with many major and minor publishing and multi-media companies about previewing materials on the Afro-American and/or minority groups in general. A preliminary list was obtained from the Director of Social Studies; however, once the operation became known, many other companies began to send materials for preview without initial contact by the center. Since the project director has maintained a good working relationship with these companies, he is regularly informed of new materials produced by the various companies. Subscriptions were entered for selected periodicals upon evaluation and recommendation. The professional staff consumed numerous hours in the previewing of audio-visual materials and in reading the printed materials. With the assistance of teachers (outlined under the pilot schools), the materials were evaluated and the best in all areas (approximately forty percent) was purchased for placement in the center. The staff has attempted to facilitate the selection of materials by persons visiting the center by writing evaluations and annotations on audio-visuals and books.

A unit was constructed to house these materials in October, 1970 (See Figure 3). Physical equipment includes shelving, a card catalog, a filmstrip cabinet, a large file cabinet and a record cabinet. Although the center had not anticipated being operational to any great extent before the 1971-1972 school year, the number of requests for materials burgeoned during the middle of the 1970-1971 school year to the point where services had to be supplied before operational techniques were fully developed. Eventually a system of circulation was developed with the cooperation of the Visual Aids Department of the Toledo Public Schools in the following format:

1. All materials except films are housed in the resource center and are distributed from there through the interschool mail system of the Toledo Public Schools or through personal pick-up by personnel outside the Toledo Public Schools.
2. Films are catalogued, stored and distributed through the Visual Aids Department.

Although the Visual Aids Department has provided excellent leadership and services in obtaining, previewing and ordering films, there have been occasions when they have circulated films without the knowledge of the librarian. However, since about four thousand five hundred individual pieces of material have circulated from the center since February, 1971 through May, 1972, some failure is to be expected in an otherwise smooth operation. Figures 6 and 7 illustrate the frequency of use and the number of materials used during the three years of the project.

January 1971 - August 1971	500
September 1971 - August 1972	1,474
September 1972 - June 1973	2,211
Total	4,185

FIGURE 6. Frequency of Use
Individuals

January 1971 - August 1971	1,176
September 1971 - August 1972	4,720
September 1972 - June 1973	7,999
Total	13,895

FIGURE 7. Number of Materials Used

As stated above, the center offers preliminary evaluations and annotations on all materials to assist visitors in selecting for their professional needs. This area has become a major activity of the staff, particularly the librarian. Recommendations are regularly made for individual school and for public library purchase of the best books, periodicals, filmstrips, etc. Selected lists of available materials have been compiled for dissemination to the various schools. (See Appendices C and D) Model book lists and kits were complied for the various grade levels and sent to all schools in the IEA district. The reasons were as follows: to relieve the circulation load from the center itself; to provide teachers with these materials in their own environment; to offer recommendations for further purchase by the individual schools; and finally to attract more educational personnel for further use of the center.

Besides the regular coordination duties, the librarian in the fall of 1971 and in the fall of 1972 conducted inservice meetings for high school and elementary librarians in the IEA district. This activity was coordinated through the Language Arts Department. She has also developed an Audio-Visual Handbook on Afro-American Materials to describe completely by content, grade level and type all the audio-visual materials in the center.

2. Before developing any new curriculum materials, the staff in August 1970 contacted a number of large city school systems which had already instituted some type of program for the history and culture of the Afro-American. Cities contacted included New York, Chicago, and Los Angeles. The major problem with the materials received from these places was that they seemed designed specifically for the blacks within those school systems. Since the direction of curriculum development for the Afro-American Curriculum Office would be one to be taught to all students, some adjustments were necessary in approach. The decision was reached that the approach be multi-ethnic with the Afro-American an integral part.

Since the Afro-American Curriculum Office realized that teachers should be involved in any currciulum changes and/or additions in the various subjects and on different grade levels, the staff selected pilot schools for concentration of efforts. Selection was made on the basis of racial differences, economic similarities and geographic location (See Appendix B). In October 1970 nine teachers were selected for the high schools; in November 1970 five schools were chosen on the junior high level and six schools on the upper elementary level; and in September 1971 five schools were picked on the primary level. The teachers have assisted the staff during regular monthly meetings in evaluation of materials; in production of curriculum units and annotated bibliographies; and in implementation, evaluation and re-writing of tentative curriculum units. Materials have been taken to these teachers who exchanged ideas about the effectiveness of the materials among the students. These ideas have been instrumental in determining whether materials should be purchased in quantity and then recommended to all teachers. Visitations were made by the staff to each school for observation or demonstration on the use of the materials.

Although the staff spent a regular amount of time working with the pilot school teachers, they have also been available for the same services for any educational, social or community group in the LEA district. Figure 8 summarizes the number and types of such assistance for the three years of the program.

Dates	Consultations	Demonstrations	Presentations	Total
October 1970 - August 1971	36	35	6	77
September 1971 - May 1972	196	34	60	290
September 1972 - May 1973	227	49	63	339
Total	459	118	129	706

FIGURE 8. Demonstration, Consultative, and Presentation Activities

The Afro-American Curriculum Office attempted to give some direction to the existing programs in Negro History at the secondary level of the Toledo Public Schools. Although such courses had been offered in Toledo for approximately three years, each teacher was operating his own program with a minimum of assistance, probably because knowledgeable aid was unavailable. Enrollment had been high when the courses were first introduced but had decreased each year.

With these thoughts the office began meeting with the Negro History teachers in November 1970 with the following results:

1. A set of general objectives was formulated.

2. A new textbook was selected, one which would allow the teachers to fulfill more easily the primary objectives. This textbook, entitled Black Dialogues: Topics in Afro-American History, was purchased for all schools by the Toledo Public Schools at the request of the Office.
3. A curriculum guide was developed, tried and revised under the title Guide to Afro-American Studies.
4. From nineteen semester courses in eight high schools in 1970-1971 the number of classes rose to twenty-eight semester courses in nine high schools for 1971-1972.
5. For 1972-1973 there were thirty-two sections in ten high schools.

A major task of the Office has been the stimulation of sufficient enrollment for an Afro-American Studies course in the eleventh high school in Toledo which presently is ninty-nine percent white.

Pilot school work under staff direction has also produced two other curriculum guides: Correlation of Afro-American Studies With Rise of the American Nation, designed to be used in the American History classes on the high school level; and a Guide for Junior High Grades: Minority Studies Supplement. On the elementary level a Materials Handbook for Intermediate Grades has been distributed to all fourth, fifth and sixth grade teachers. A Materials Handbook for Primary Grades was compiled for distribution to all kindergarten through third grade teachers in September 1972.

A series of eleven newsletter-bulletins were distributed during the 1971-1972 and 1972-1973 school years. Included in these newsletters were suggestions on how to incorporate materials dealing with the Afro-American and/or other minority groups into the regular teaching schedule. The format was a mini-curriculum guide on various topics with comments for teachers and librarians on the elementary, intermediate and secondary levels. It was felt that this document could serve as a tool for the teachers and as an instrument of dissemination for the center. (See Appendix E)

3. The first task in developing the evaluation system was the establishment of criteria upon which to base evaluations. This form is reflected in Figure 9. From that a quick check-list was formed when evaluating books (Figure 10) and audio-visual materials (Figure 11). The staff has assisted in the screening of textbooks selected by the following curriculum departments of the Toledo Public Schools: Language Arts, Mathematics, Science and Social Studies. Various other departments have contacted the center regarding the instructional development, materials purchase and/or more effective utilization of services within their areas, including the Safety Department, the Music Department, Family Life Education, Pupil Personnel Services, the Art Department, the Mexican-American Curriculum Office, the Visual Aids Department, the Adult Education Division, Human Relations Department and the In-School Youth Work Program Organizations outside the Toledo Public Schools, which have requested evaluation assistance in purchasing materials for specific needs are as follows: surrounding school systems, such as Oregon, Sylvania, Washington Local, Perrysburg and Ottawa Hills; the Toledo Diocesan Office; the University of Toledo, Mary Manse College; Kent State University; Bowling Green State University; Archbold (Ohio) Public Schools; Bedford (Michigan) Public Schools; Mason (Michigan) Consolidated Schools and the Toledo-Lucas County Library System.

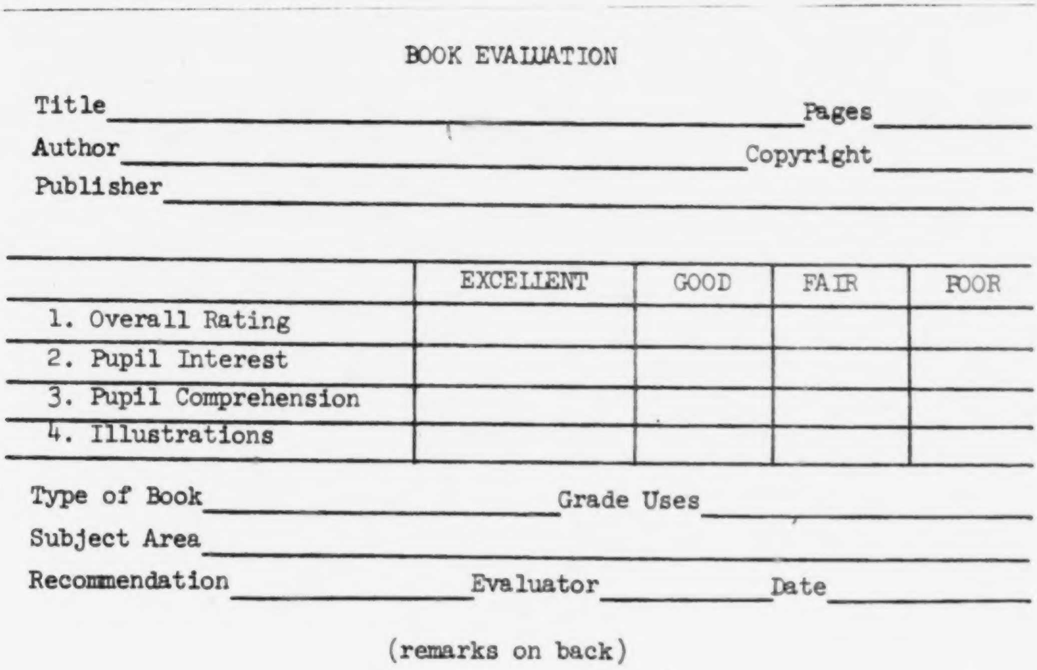
AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

CRITERIA FOR EVALUATING MATERIALS

Do materials....

1. Indicate that America is a multi-racial and multi-cultural society?
2. Reveal broad commonalities of all races and cultures, and present the environmental and historical influences that shape group differences?
3. Avoid the use of negative stereotypes and caricatures in portraying group differences?
4. Adequately represent the contributions of black Americans to our society; particularly giving credit to individuals for their past accomplishments?
5. Develop a positive self-image for blacks?
6. Present the factors which have forced the black American into a disadvantaged position in our society?
7. Develop understanding, acceptance, empathy, and respect for the black community?
8. Motivate examination of our attitudes and behavior in regard to prejudice?
9. Analyze conflict situations honestly and objectively with emphasis on possible solutions?
10. Emphasize prejudice as an obstruction to mutual understanding?
11. Help develop values conducive to the wholesome and peaceful interrelationships of all groups in America?

FIGURE 9



BOOK EVALUATION

Title __________ Pages __________

Author __________ Copyright __________

Publisher __________

	EXCELLENT	GOOD	FAIR	POOR
1. Overall Rating				
2. Pupil Interest				
3. Pupil Comprehension				
4. Illustrations				

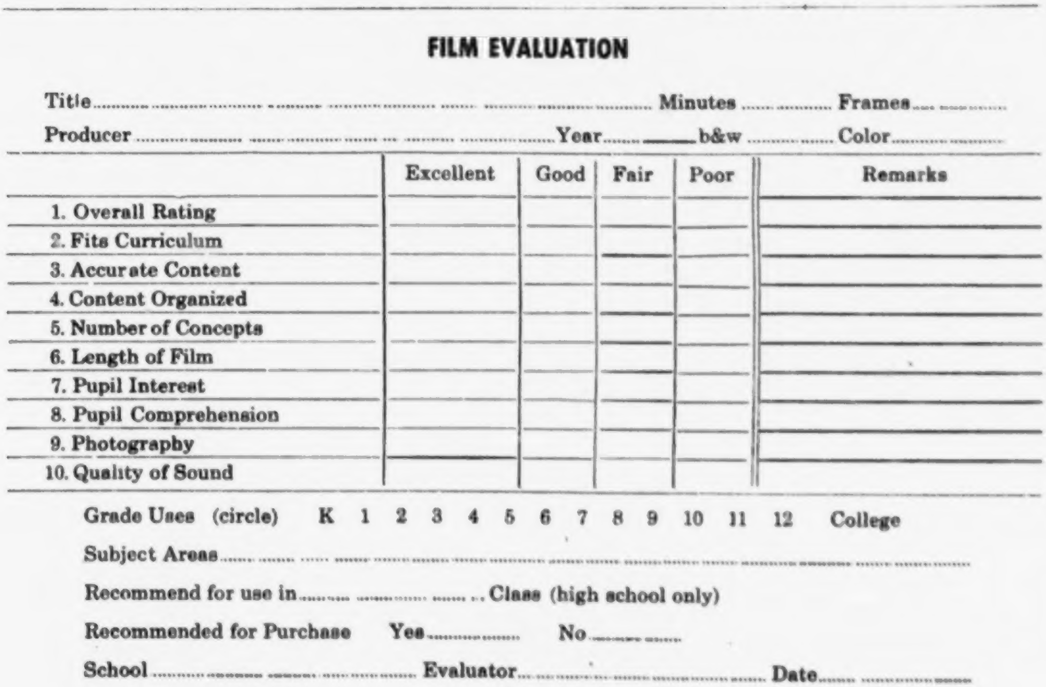
Type of Book __________ Grade Uses __________

Subject Area __________

Recommendation __________ Evaluator __________ Date __________

(remarks on back)

FIGURE 10



FILM EVALUATION

Title .... Minutes .... Frames ....

Producer .... Year .... b&w .... Color ....

	Excellent	Good	Fair	Poor	Remarks
1. Overall Rating					
2. Fits Curriculum					
3. Accurate Content					
4. Content Organized					
5. Number of Concepts					
6. Length of Film					
7. Pupil Interest					
8. Pupil Comprehension					
9. Photography					
10. Quality of Sound					

Grade Uses (circle) K 1 2 3 4 5 6 7 8 9 10 11 12 College

Subject Areas ....

Recommend for use in .... Class (high school only)

Recommended for Purchase Yes .... No ....

School .... Evaluator .... Date ....

FIGURE 11

The staff has also attended national, regional and local professional meetings to express interest and need for multi-ethnic studies and thereby to exert pressure for future integrated textbooks and other instructional materials. Examples are the Ohio State Library Conference, the National Conference for the Social Studies, the Toledo Urban Ethnic Study, the NEA Human Relations Institute, American Library Association Workshop, the Ohio Conference for the Social Studies and the National Conference on Ethnicity. Directly related to this activity the staff regularly writes letters of critical comment to publishers on the merits and/or defects of printed and audio-visual materials.

4. Inservice training has been one of the major activities of the center. A series of six methods has been employed: pilot schools (see above under the discussion of objective two); an Afro-American Resource Center Speaker Series; Professional Growth Seminars through the Toledo Public Schools; inservice meetings for school and public library personnel; presentations to educational, social and community groups; and Institutes on Instructional Materials Regarding the Afro-American. On all grade levels the first few meetings of the pilot school teachers were devoted to the concepts upon which the center is based and to the preparation of those teachers to serve as evaluators and consultants.

The Afro-American Resource Speaker Series has covered a variety of topics, including "Communicating with Inner-City Youth", "Images of Africa", "Society At War With Its Children", "What Is Modern Africa", "Eye of the Storm", and "African Art in the Modern American Classroom". Three programs were scheduled for each of the first two project years covered by this report.

For the 1970-1971 series attendance figures were as follows: 367 teachers from the Toledo Public Schools, 105 teachers from other school systems in the IEA district and 38 community visitors. For the 1971-1972 series attendance figures were as follows: 318 teachers from the Toledo Public Schools, 325 teachers from other school systems in the IEA district and 70 interested community visitors. These meetings were held at various school auditoria throughout the city.

Presentations are an important means of providing inservice (See above Figure 8). These programs have been designed individually and in groups for various organizations. Examples include a luncheon for administrative personnel of the Toledo Public Schools, a meeting of the Teacher Council on Instruction for the Toledo Public Schools, the National Council for the Social Studies Regional Meeting, the University of Toledo Teacher Corps, University of Toledo Methods classes and the Toledo Area Council for the Social Studies.

The Toledo Public Schools instituted in 1970 a new program of staff development called Professional Growth Seminars. The Office has conducted two courses up to this point. The first in 1971 entitled Black History: Then and Now was held for eight consecutive Saturdays with twenty-six participants from the Toledo Public Schools and two auditors from outside the system. The second in 1972 entitled Black Dialogues also lasted through eight Saturdays with forty participants.

The first Institute on Instructional Materials regarding the Afro-American was conducted from July 19-30 at the Administration Building of the Toledo Public Schools. From over two hundred applications, one hundred and six participants were selected. Of these, ninty-five actually attended and completed the workshop. The program was directed by Dr. I. David Glick, Associate Professor at the University of Toledo. Offering the participants a choice between inservice stipend or three quarter hours of graduate credit from the University of Toledo, announcements were sent to all Toledo Public School teachers, to the Toledo Diocesan Office and to seven of the surrounding school systems. Selections of participants was based on grade level, subject matter, school, and date of registration. Participants broke down into the following distribution: nineteen on the secondary level, nineteen on the junior high level, sixty-two on the elementary level and six administrators. Sixty-five different schools in the IEA district were represented.

Specific goals were that teachers would be familiarized with the instructional materials, would be instructed how to develop curriculum units utilizing these materials and would produce definite lesson plans which could be taught on their grade levels and in their subject matter. Although the greatest concentration of teachers on the junior high and secondary levels was in the fields of language arts and social studies, there were included music and art teachers in order to cover as many subject areas as possible in which materials from the center could be well-utilized.

Evaluations by the participants indicated that all thought the Institute was of great benefit to their personal knowledge and would aid tremendously in their teaching during the regular school year. The three most frequently mentioned positive aspects were: (1) the familiarization with the great amount and variety of available materials, (2) the group work which allowed for an excellent exchange of ideas on methodology, and

(3) a greater awareness of the problems of all minorities. The two significant negative comments were that the physical facilities were not adequate and that there was too much preliminary testing. Follow-up evaluation data contained in Apendices J, K and L indicated that the implementation of the units did not occur as should be expected.

The second of these Institutes took place June 12 to June 23 with the same general outline. However, the internal format was adjusted so that the staff could provide intensive direction in the use of the materials and so that the participants could have the opportunity to test parts of their units within Institute time. This new format gave the teachers more confidence in their abilities and increased their desire for implementation. Figure 12 presents an outline of activities for the Institute. Evaluation by the participants and by the center are available in Interim Reports (See Appendices M-O). It should be stated that there were over four hundred applications submitted by interested teachers in the IEA district for the second institute.

5. All the activities listed under the other four objectives were designed specifically to achieve this final objective, i.e. to effect changes in attitude in teachers, students and if possible, the community. The mailing list reflects the many educational, social and community groups which have been contacted about ideas for implementation of the program; to which the objectives of the program have been submitted for comment; and to which the newsletter-bulletin, bibliographical listings, and criteria for evaluation have been sent. Good relations have been cultivated with the printed, auditory, and visual news media in the IEA district. Presentations have been given for a variety of community organizations including the

League of Women Voters, Lutherans for Human Dignity and Black Pride, Incorporated. Instruments for measuring the cognitive and attitudinal growth have been prepared in the attempt to determine the amount of success the project has achieved under this objective (See Evaluation Section, page 22f).

Afro-American C iculum Office
Institute on Instructional Materials Dealing with the Afro-American

June 12-23, 1972 8:30 - 11:30 Administration Building Toledo Public Schools

MONDAY June 12	TUESDAY June 13	WEDNESDAY June 14	THURSDAY June 15	FRIDAY June 16
BOARD ROOM 1. Welcome and Announcements 2. Introduction - Dr. I. David Glick 3. Coffee Break 4. Orientation - Afro-American Curriculum Office Staff	BOARD ROOM 1. Announcements 2. Lecture - Dr. Glick 3. Group Work - a. K-3 - Room 308 b. 4-7 - Bd. Room c. 8-12 - Bd. Room d. Library - Room 305 4. Library Orientation by Groups	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Group Work - a. K-3 - Room 308 b. 4-7 Board Room Stage Room 212 c. 8-12 - Bd. Room d. Library - Room 305 4. Library Research by Individuals	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Group Work - a. K-3 - Room 308 b. 4-7 Board Room Stage Room 212 c. 8-12 - Bd. Room d. Library - Room 305 4. Library Research by Individuals	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Group Work - a. K-3 - Room 308 b. 4-7 Board Room Stage Room 212 c. 8-12 - Bd. Room d. Library - Room 305 4. Library Research by Individuals
MONDAY June 19	**TUESDAY June 20**	**WEDNESDAY June 21**	**THURSDAY June 22**	**FRIDAY June 23**
BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Library Research by Individuals	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Mini-Labs a. K-3 - Room 308 b. 4-7 - Bd. Room c. 8-12 - Bd. Room 4. Library - Room 305	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Mini-Labs a. K-3 - Room 308 b. 4-7 - Bd. Room c. 8-12 - Bd. Room 4. Library - Room 305	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Mini-Labs a. K-3 - Room 308 b. 4-7 - Bd. Room c. 8-12 - Bd. Room 4. Library - Room 305	BOARD ROOM 1. Announcements 2. Lecture - Discussion Dr. Glick 3. Mini-Labs a. K-3 - Room 308 b. 4-7 - Bd. Room c. 8-12 - Bd. Room 4. Library - Room 305

Figure 12

3. Cooperative Efforts

A number of educational, social and community organizations have cooperated with the project, including the following:

1. Kent State University
2. University of Toledo
3. Bowling Green State University
4. Mary Manse College
5. Toledo Diocesan Office
6. Toledo-Lucas County Public Libraries
7. Various Churches
8. Model Cities
9. League of Women Voters
10. Lutherans for Human Dignity
11. Black Pride, Inc.
12. News Media
13. Toledo Red Cross

A brief description of these cooperative endeavors follows: The librarian has often advised the different colleges and universities in the area regarding materials on Afro-Americans appropriate for their needs. Students from these educational institutions have also consulted with the staff members regarding instructional techniques and materials, especially student teachers and Teacher Corps personnel. Presentations have been made to six methods classes in the University of Toledo College of Education methods classes. The Black Studies Department at Bowling Green State University asked to use certain parts of the Guide to Afro-American Studies in their program. Mary Manse College has requested staff participation in special programs and methods classes and has checked our materials for special programs.

The Toledo Diocesan Office submitted several series of social studies textbooks for staff evaluation. Many presentations and consultations have been developed or held with representatives of various churches in the IEA district. The Toledo-Lucas County Library personnel participated in the librarian's inservice programs and have requested further advisory assistance on a fairly regular basis. Presentations, exchange of newsletters, etc., have occurred with the Model Cities Residents Association, the League of Women Voters, the Lutherans for Human Dignity, Black Pride, Inc. and the Toledo Red Cross.

The local television stations --- WTOL-TV, WSPD-TV, WGTE-TV --- have covered all the Afro-American Resource Center Speaker Series. WSPD-TV with the cooperation of the Afro-American Resource Center produced a program for February, 1972 Human Relations Month. WGTE-TV, the educational television station, regularly uses materials from the center for its human relations and minority studies programs. WTOL-TV was assisted in developing profiles on famous black Americans broadcast at various times. Finally the Toledo Blade, one of the local newspapers interviewed the project director and featured the center in an article in the Sunday Supplement during the month of September, 1972. Personnel from the Center were interviewed on all the television stations at various times during the three project years.

The Afro-American Curriculum Office has offered its services and has been used by the following local education agencies besides the ones mentioned above:

1. Maumee Public Schools
2. Maumee Valley Country Day School
3. Oregon Public Schools
4. Ottawa Hills Public Schools
5. Sylvania Public Schools
6. St. Philips Lutheran School
7. Washington Local Schools
8. Springfield Local Schools
9. Archbold Ohio Public Schools
10. Perrysburg Ohio Public Schools
11. Bedford Michigan Public Schools

The newsletter-bulletin has been distributed to all these organizations and institutions. The mailing list provides the complete scope of the newsletter distribution. For the six Afro-American Resource Center Series for 1971-1972 four hundred thirty teachers from school systems other than the Toledo Public Schools and one hundred six community visitors have been in attendance.

One of the primary objectives of the staff called for a curriculum that could be utilized by teachers of both black and white students. The large number of teachers who have requested services from the center for all or nearly all white schools both in and outside the Toledo Public Schools indicates that some degree of success has been attained.

D. DISSEMINATION

The primary dissemination objectives for the 1971-1972 project year were the distribution of a newsletter-bulletin and the production of a descriptive brochure. The total effort for dissemination was conducted through the following methods:

1. Newsletter-Bulletin
2. Brochure
3. Resource Center Speaker Series
4. Presentations for various organizations
5. Distribution of bibliographies
6. Local news media
7. Toledo Public Schools publications
8. Comments sent to publishers
9. State and national conferences
10. Title III Dissemination Meeting

Possibly the most effective means of dissemination for the second two project years has been the newsletter-bulletin. Sent to as wide a variety of organizations and personnel as possible, it brought a number of requests for advisory services. It was especially effective in disseminating certain materials, since the librarian noticed that materials emphasized in the newsletter suffered heavy circulation. Evaluation D offers further comments on its effectiveness. Although the brochure was distributed only at the end of the 1971-1972 school year, it has generated favorable comment. It was selected for inclusion as an example in the packet supplied to the participants of a Communication Skills Seminar sponsored by the Ohio ESEA Title III Office.

The two most important presentations made by the staff during the 1971-1972 school year were for (1) the Cincinnati Ohio Public Schools and (2) the National Council for the Social Studies Regional Meeting in Cleveland, Ohio. These two presentations generated almost one hundred requests for materials from outside the IEA district. Various other presentations within the IEA district for one organization led to requests by another. This situation occurred specifically when the project director spoke for the Lutherans for Human Dignity and was almost immediately asked to do the same for the League of Women Voters. All presentations by individual staff members or by the whole group utilize some type of audio-visual display, such as slides, overhead transparencies, filmstrips, charts, etc. These techniques tend to retain the attention of the audience for the speaker or speakers.

During the final project year the personnel participated in five interviews on various programs offered by the four television stations in Toledo. These programs included Minority Report and Blacklifelines. The personnel also gave presentations at the North Central Ohio Education Association Meeting at Ashland Ohio College and the Ethnic Studies Conference at the University of Toledo. A group of inservice presentations were developed for the Toledo Red Cross and a class in minority studies was conducted by the Staff at Siena Heights College in Adrian, Michigan.

The project was one of twelve selected by the Ohio ESEA Title III Department for special display at three state conferences: The Statewide Conference on Alternatives for Educational Redesign, the Ohio Education Association Professional Development Seminar and the Ohio Department of

Education Inservice Conference. A special display depicting the activities of the project was developed and also shown at the University of Toledo and the Black Expo at the Toledo Sports Arena.

The Afro-American Resource Center Speaker Series provided excellent dissemination means and the coverage by the local news media was especially effective. The weekly Staff Bulletin and the monthly School Report published by the Public Relations Department of the Toledo Public Schools were always open to news from the center. The center has also become well-known among various publishing companies because of the letters of critical comment. The publishers have generally responded positively to these letters since the letters attempt to illustrate the good points of the materials as well as the objectionable.

Articles on the activities of the project have been featured in the following publications: The Toledo Blade; the University of Toledo College of Education Educational Comment/1973; and the Title III Quarterly on Cultural Education, published by the National Advisory Committee for Title III.

The estimated financial expenditure for dissemination during the past grant period is $3822. For the total project period the cost of dissemination was $6,014.

PART II

EVALUATION

A. EVALUATION

An Evaluation Report
of
The Afro-American Curriculum Office and Resource Center
Toledo Public Schools

Prepared for Mr. Wesley J. Jones, Jr., Supervisor

by

Dean L. Meinke and I. David Glick
Program Evaluators

An Evaluation of the Afro-American Curriculum Office and Resource Center (AACO/RC) of the Toledo Public School System

Introduction

The Toledo Public Schools has established with the aid of a grant from the U.S. Office of Education's Elementary and Secondary Education Act (ESEA, Title III) an Afro-American Curriculum Office in the Toledo Metropolitan Statistical Area (TMSA). This unit, a division of the Toledo Public Schools' Social Studies Department, is an integral part of the total public school framework. Services of this agency are available to all elementary and secondary students in both public and parochial schools.

The plan for evaluation of this project was based upon the specification of the objectives of the program as they pertained to the functions of management, program process, and program product. Sources of information were specified for each of the functions according to the particular target group of persons, that is, students, teachers, community representatives and professional staff members. (See Appendix H)

This report will include sections on:

1. an analysis of the objectives for the purpose of clearly specifying the biases of the program developers as reflected in the objectives of the program.
2. a documentation of evidence toward the progress of the program in attaining its general objectives.
3. a presentation of information organized from an analysis of data from the user index.
4. a discussion of curriculum material production.
5. an analysis of the impact of the Newsletter of the center.

6. a discussion of staff activities.
7. an evaluation of inservice activities, including a recapitulation of the impact of the summer institutes supported by the center.
8. a statement on instrumentation with students.
9. a statement on the impact of the project.
10. a recapitulation

An Analysis of Objectives for Bias

It is generally accepted that the objectives one specifies for an innovative program reflect the biases of the program developer. Obviously, the values of the writers of the objectives for the AACO/RC would be an internal force affecting the particular objective conceived and chosen for inclusion in the proposal for the project. An analysis of the objectives, although also reflecting a bias, may be valuable information for the decision making process if the biases are articulated. With this rationale an analysis of the objectives of the AACO/RC was attempted and the following biases have been delineated.

1. It is clear that there is a bias toward the belief that information is valuable. It should be obtained, stored, transmitted, shared, dissiminated, and communicated.
2. There is a bias for printed and audio-visual materials. One might speculate about Marshall McLuhan's reaction to this.

3. Obviously, it is not unreasonable that a project for Afro-American Studies would reflect a bias for materials related to the history and culture of the Afro-American and the African. This bias is tempered with the later articulation of a bias toward a multi-ethnic approach.
4. Importantly, there is a bias toward information sharing within the schools. Specifically, school librarians, teachers, and pupils were singled out as users or benefactors of the program. Community groups are, however, included in the later objectives.
5. There is a bias for the organization of the information collected.
6. There is a bias indicating that all information is not equal since evaluation procedures will be used to determine what information will be selected for the center. The user, then, should be aware that the center has only a biased sample of the total amount of information available.
7. There is a bias for integrated texts and curricula.
8. There is a bias that information should have practical utility.
9. There is a bias that feedback should filter back to information sources.
10. There is a bias toward understanding through inner awareness. This may reflect the notion of autonomous man and, therefore, the responsibility for one's actions is placed squarely on the person acting.

11. There is bias toward knowledge and understanding of others as an important ingredient of the educated man.
12. There is a bias toward the possibility of changes in attitudes of people.

The user of this information must be cognizant of two important constraints. First, the biases of the analyzers are reflected in this analysis. Second, no judgment of worthiness or goodness of any of the objectives was intended. To do so, also reflects a value judgment.

Evidence of Progress in Meeting General Objectives

There were five major and far-reaching goals set forth in the original (1970-1971) list of objectives established for the Afro-American Curriculum Office and Resource Center (AACO/RC). This final evaluation report is written within the framework of those objectives:

I. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community;

II. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to supplement the material used in the regular classrooms in grades K-12;

III. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools;

IV. To initiate self-awareness sessions among the edication personnel in order that they may recognize and understand the status of the Afro-Americans and thereby realize their own importance in promoting better understanding and relations among the races; and

V. To effect changes in attitude in teachers, students, and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

It is essential to note that the original list of five major objectives was established, presumably, for the "life" of the center, and that these goals are perhaps best described as both accomplished facts as well as being in a continuous process of being constantly re-evaluated and re-achieved. In a very real sense, AACO/RC goals are not to be seen as definitive and immutable products, but as products that are forever being re-designed and up-dated.

The frequency and amplitude of review and purchase of materials is succinctly contained in the following figures. In the first year of its operation, AACO/RC obtained 1,127 book titles during the period of September, 1970 to May, 1971. During the second year of 1971-1972, an additional 274 book titles were added to the AACO/RC collection. It is obvious that the bulk of book purchases was achieved in the first year of the center's operation; probably due to availability of current titles coupled with increased selectivity and careful analysis by the center staff in accepting titles from publishers (as testified by letters of criticism to publishers). In these first two years of AACO/RC activity, four-hundred and ninety-five (495) audio-visual packages, programs, and kits were obtained. The dollars expended for materials and supplies during the first two years reflects the rates of acquisition for the center's library. A brief summary of these rates of acquisition and expenditure is contained in the following table.

TABLE 1

Expenditures and Acquisitions for Materials and Supplies

	1970-71	1971-72
Book titles received	1,127	274
Audio-visuals purchased		495(total for both years)
Audio-visuals previewed and rejected		216(total for both years)
Expenditures	$52,814.83	$15,978.65

One of the instrumentations developed in the first year's operation of the AACO/RC was the user's index----a checklist device that monitored which materials were being circulated from the center's library and who was borrowing these curricula. (See Tables 2 and 3) For the period of January, 1971 to April, 1972 a total of 2,097 curricula loans were recorded at the AACO/RC. For the period of September, 1972 to May, 1973 a total of 7,226 curricula loans was noted. These two figures---2,097 and 7,226---indicate approximately 300 per cent (290.2) growth in the recorded numbers of curricula loans for the two reporting periods mentioned. Furthermore,

TABLE 2

User's Index January 1971 - June 1973

1970-1971	Toledo Public Schools	Toledo Area and Catholic Schools	Community	Other	Total
January	6				6
February	45	8			53
March	64	16			80
April	36	4			40
May	65	11			76
June, July, August	185	60			245
September	56	23			79
October	46	29			75
November	76	27			103
December	83	7			90
1972					
January	149	42			191
February	169	34			203
March	94	31			125
April	80	25			105
May	90	60			150
June, July, August	269	84			353
September	122	41			163
October	152	51			203
November	180	38		3	221
December	114	30		8	152
1973					
January	213	51		3	267
February	433	63		3	499
March	136	81		5	222
April	114	56			170
May	122	62		3	187
June	19	5	2	101	127
Total	3,118	939	2	126	4,185

TABLE 3

Materials Circulated From AARC - January 1971 - June 1973

1970-1971	Films	Filmstrips	Books	Other	Total
January		1	3	5	9
February	11	69	1	40	121
March	19	80	55	31	185
April	13	40	22	17	92
May	32	32	102	14	180
June, July, August	37	46	447	59	589
September	23	50	252	60	385
October	32	96	88	51	267
November	42	72	113	35	262
December	52	53	55	33	193
1972					
January	86	162	180	90	518
February	107	129	242	146	624
March	79	105	150	69	403
April	62	100	146	41	349
May	72	51	173	98	394
June, July, August	64	91	967	203	1,325
September	64	111	266	88	529
October	98	149	303	324	874
November	98	154	342	307	901
December	58	53	194	379	684
1973					
January	82	155	245	626	1,108
February	123	210	241	523	1,097
March	155	160	348	184	847
April	120	115	206	102	543
May	153	165	199	188	705
June	24	102	379	206	711
Total	1,706	2,551	5,719	3,919	13,895

the 2,097 figure reflects a 16 month period, while the 7,226 figure is a 9 month tabulation.

A finite breakdown for materials circulated in this latest 9 month reporting period is found in Table 4.

A graph depicting the rates of curricula borrowed follows:

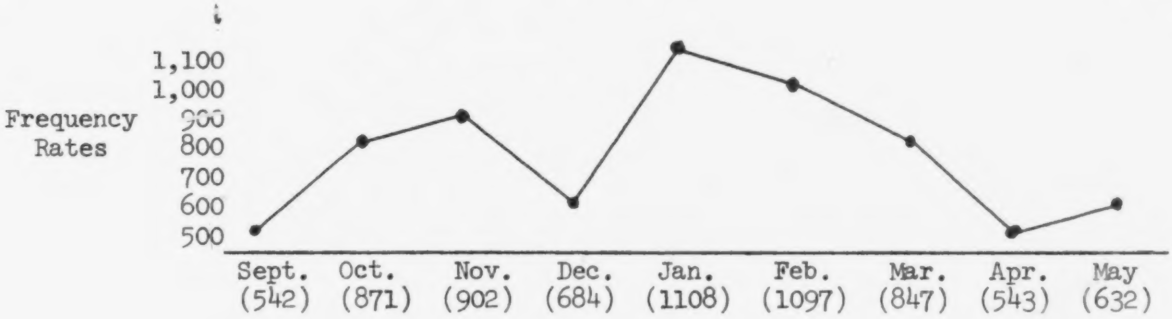


FIGURE 1. Rate of Curricula Borrowed, September 1972 - May 1973

The data on who visited the center and which level of schooling as well as location are displayed in Table 5.

TABLE 4

Materials Circulated by AACO/RC - September 1972 - May 1973

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May*
Books (2326)	269	303	343	194	245	241	348	206	177
Films (948)	64	98	98	58	82	123	155	120	150
Filmstrips (1269)	111	149	154	53	155	210	160	115	162
Records (160)	11	33	16	12	32	22	11	8	5
Maps (18)	4	4	3	1	3	4			1
Pamphlets (150)	2	27	23	2	16	10	11	9	50
Visual Sets (258)	24	31	25	10	52	68	21	6	21
Games (30)	10	7	3	1	3		3		3
Transparencies (36)	7	2	7	1	4	10	2		3
Comic Book Sets (1)	1								
Cassettes (20)	1	9	3	2	1		2	2	
Periodicals (92)	1	8	51	22	1	5	4		
Bibliographies (461)	10	106	107	101	22	66	17	16	16
Photocopies (346)	5	42	44	64	131	21	3	35	1
Study Kits (35)	6	3	1	2	1	3	3		16
Book Cover Sets (67)	3				37	27			
Teachers' Guides (244)	12	49	23			160			
Slide Sets (7)			1		1	2	2	1	
Artifacts (57)	1			15	40	1			
Newsletters (199)				64	37	81		12	5
Handbooks (497)				82	246	44	105	13	7
Brochures (15)									15
Total 7,226	542	871	902	684	1,108	1,097	847	543	632

* Indicates circulation up to May 20, 1973

TABLE 5

User's Index - September 1972 - May 1973

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May*
T.P.S. - El. (841)	66	78	105	61	147	230	70	34	50
T.P.S. - J.H.S. (140)	8	10	15	6	15	19	13	42	12
T.P.S. - S.H.S. (425)	36	37	45	21	35	166	43	0	42
T.P.S. - Other (150)	12	27	15	26	16	18	10	16	10
Ohio - at Large (431)	41	51	38	30	51	63	81	22	54
Out-of-State (81)			3	8	3	3	5	56	3
Total 2,068	163	203	221	152	267	499	222	170	171

* Indicates circulation up to May 20, 1973

Some discussion of the data in Table 5 seems warranted at this point. It was made clear by participants in the two AACO/RC sponsored summer institutes that most of the materials in the center's library seemed more appropriate for secondary than elementary age children. This suggestion was noted and the evaluation team subsequently made specific recommendations that elementary oriented curricula be increasingly included in the center's holdings. This was done. The data in Table 5 reveal that elementary teachers from the Toledo Public Schools (T.P.S. - El.) accounted for more than a third of the users for this reporting period. In fact, the elementary teachers (841) exceeded the combined total for both junior and senior high school teachers in the Toledo Public Schools (T.P.S. - J.H.S. and S.H.S. = 565). This finding is altogether too familiar and is reflected in other reports of curriculum innovations---changes are most readily facilitated by elementary school personnel. To further compound the problem, it appears logical on the face of it that Afro-American Curricula are more generally available in formats appropriate for secondary students! The generally held hypothesis that secondary teachers are more "textbook-bound" than elementary teachers is given further credence by these data.

It is refreshing to note, however, that a significant increase in February, 1972 on the part of high school teacher use was evident. The high schools which represented this increase were noted in the raw data: DeVilbiss, Start, Woodward, Libbey, Whitmer, and St. Francis.

A graph detailing the monthly user profile follows.

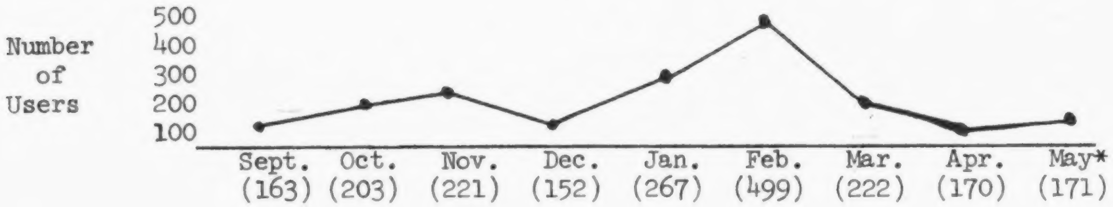


FIGURE 2. Monthly - User Profile, September 1972 - May 1973

* Indicates circulation up to May 20, 1973

Curriculum Material Production

Many of the goals subsumed under the second major objective (on curriculum materials) from the original list have been realized. News about recent materials, bibliographies, workshops, curriculum guides and in-service activities is disseminated to a mailing list of three hundred addresses. The mailing list includes public and parochial school people, university personnel, public school administrators (at the central office level) and many private groups and individuals. It is probably the case that a foolproof communications network has not nor ever will be devised, but the AACO/RC cannot be faulted for not making the effort. The "word" is there for any consumer who wants to take the time to avail himself/herself of it.

Five major curriculum guides have been developed by the AACO/RC staff. Consultations with teachers and central office staff have been an on-going part of this effort. The curriculum guides are not included in this report as they are too voluminous, but they are available from the center upon request. These units were piloted, evaluated and distributed to teachers on all grade levels throughout the metropolitan area. Titles include Guide to Afro-American Studies and Correlation of Afro-American Studies With American History on the high school level; Guide to American History: Minority Studies Supplement on the junior high level; Materials Handbook for Intermediate Grades and Materials Handbook for Primary Grades on the elementary level. In order to keep the units current with new materials and methodology, the staff publishes a periodic newsletter-bulletin with further suggestion on how teachers can include the contributions of various minorities in the normal course of study. Specialized bibliographies of instructional materials have been distributed on American History, American Literature, African Arts and Crafts, African and Afro-American Art and African and Afro-American Music. (See Appendix D)

Twenty-five (25) schools constituted the "pilot schools" list: five (5) designated as primary grades; six (6) as upper elementary; five (5) as junior high schools; and, nine (9) high schools. These schools included both urban and suburban schools, public and parochial schools, and "well-to-do" as well as "poverty schools. The complete list is attached as Appendix B.

Impact of Newsletter

The Afro-American Resource Center Newsletter continues to be an important dissemination vehicle. Many feed-back letters denote the relatively positive reception this pamphlet enjoys. The format of the Newsletter bears some comment. Each issue specifies an overall theme such as Civil Rights or Black Leadership in America or African Heritage. Following an overview statement, each edition has a section solely devoted to elementary, junior high, and senior high materials most appropriate for the teaching of that topic to that specific grade or grades. At the end of each Newsletter there is a section devoted to new materials that have been recently received, dates of in-service activities forthcoming, or announcement about center staff's special activities. (See Appendix E)

Additionally, there are several useful suggestions made by some Newsletter receipients that merit AACO/RC staff attention. A detailed summary of the analysis of feedback based upon a questionnaire sent to Newsletter mailing list addresses follows:

1. The majority of the teachers surveyed had received at least 5 copies of the Newsletter. (49 received five or more copies)
2. The most frequently read sections of the Newsletter by teachers in the public schools were the: overview, the section appropriate to their teaching level, and the center notes.
3. The data from the parochial schools indicated a negative attitude towards or dissatisfaction with the newsletter. The majority of the respondents from these school checked all sections of the newsletter as "seldom" read. The majority of these teachers also reported that they had neither ordered materials listed in the

Newsletter nor implemented suggestions expressed in the Newsletter. It appeared, however, that these results were influenced by the relatively heavy sampling of teachers at all grade levels in one particular school. The respondents from this one school were almost uniformly negative in their attitudes towards the Newsletter as compared to teachers in two other parochial schools surveyed. Consequently the data may have been influenced by non-measured factors operative in one particular school and may not be a reflection of attitudes towards the Newsletter of the majority of teachers in Toledo area parochial schools.

4. Although the majority of the public school teachers surveyed had not ordered materials listed in the Newsletter bibliographies they did indicate that they had implemented some of the suggestions expressed in the Newsletter.
5. If silence might be interpreted as satisfaction, it would appear that the majority of the respondents were pleased with the overall merit of the Newsletter, as few teachers surveyed made comments or suggestions for improvement or listed topics for inclusion in future issues. Fourteen commented to the effect that they felt the Newsletter was doing a fine job as compared to only four derogatory comments. Among the suggestions were:
    1. Greater attention to contemporary issues - 2
    2. Focus on blacks in Toledo and the community - 2
    3. Discuss programs and lessons actually being taught - 2
    4. List or order more materials adopted for use at primary level - 3
    5. Supply materials for use in each building - 2

6. Discuss how to adopt Afro-American studies to the predominantly white school - 2
7. List materials by all possible subject area uses, list all new materials available.

Staff Activities

The activities of center staff for in-service teachers and other interested parties goes on unabated. A review of monthly reports attests to these professionalizing efforts during the second year of the project.

TABLE 6

Analysis of Monthly Reports

	9/71	10/71	11/71	12/71	1/72	2/72	3/72	4/72	5/72	Total
Presentations	1	9	8	6	4	18	5	8	1	60
Demonstrations	4	1	4	7	8	5	1	3	1	34
Consultations	23	18	15	19	20	31	19	32	19	196
TOTAL	28	28	27	32	32	54	25	43	21	290

As earlier noted, the in-service contacts for the first two months of 1972 accounted for thirty-five (35) percent of the total in-service episodes and may partially explain the precipitate rise in resource materials usage as indicated in Table 5 for these same two months

Center staff have also continued their preview, evaluation and consumption of new materials as they come on to the market. Table 7 gives a resume of these activities during the second year of the project.

TABLE 7

Frequency and Disposition of Evaluation of Materials

	10/71	11/71	12/71	1/72	2/72	3/72	4/72
Audio-visual materials were perceived (132)	25	9	20	20	15	33	10
Audio-visual materials were recommended (for purchase)(75)	11	6	13	11	13	13	8
Audio-visual materials were rejected (57)	14	6	6	7	2	20	2
Books were read and annotated (120)	14	6	3	6	18	57	16

A breakdown by staff members for the individual activity in the areas included in Tables 6 and 7 are attached as the monthly reports. It should be noted that Table 7 also is pertinent in fulfilling the sub-objective of continuous evaluation of materials as called for in the third major objective from the original objectives list. In fact, most of the sub-objectives have already been spoken to in the preceeding narrative.

Guidelines and forms for evaluating curricula are still operating as described in the first annual report, and are not being re-included herin. Assistance in evaluating and screening textbooks for the Toledo Public Schools has already been described. Articulation with other curriculum supervisors has been noted and letters to publishers which enumerate criticisms have been earlier noted.

The center staff has also been active at local and regional professional meetings. Formal presentations and cooperative demonstrations have been made with/at: National Council for the Social Studies Regional Convention, Model Neighborhood Residents Association, Lutherans For Human Dignity, the League of Women Voters, Toledo Area Council for the Social Studies, Siena Heights College, Delta Kappa Gamma, and Toledo Teacher Corps. These data were retrieved from the monthly staff reports. The complete picture of in-service activity is too large to do more than highlight.

The center staff reported 31 site visits to the schools after the academic year ensued following the summer, 1972 workshop. Additionally, 13 letters, clippings, programs, or brochures testify to the AACO/RC staff's involvement in dissemination activities.

In-Service Activities

At the writing of this final report, there are data which reflect a very positive (continuing) satisfaction on the part of participants in special in-service programs conducted by AACO/RC staffers.

Data from three diocesan schools (O.L.P.H., St. Adalbert's, and St. Ann's) are generally congruent with data reported in previous in-service activities (annual reports for 1971 and 1972). A summary for all three schools on the Interest Index device follows.

TABLE 8

Interest Index For Teachers Attending Institutes Sponsored By The Afro-American Curriculum Office

Items	Frequencies		
A. The method of presentation was appropriate and acceptable.	1	0	44
B. The setting for the presentation was pleasant and functional.	3	1	41
C. The topic or concepts in the presentation were useful to me and to my class.	0	6	39
D. I liked the type of audience assembled for this presentation.	1	7	36
E. The speaker(s) was(were) genuinely committed to the topic(s).	0	1	44
F. The material appears to be honestly and openly presented.	0	1	43
G. I can adapt the material or concepts for my students.	2	9	30
H. My students will be interested in this material.	1	9	34
I. My fellow teachers in my school will also be probably interested in this information.	1	8	34
J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum.	3	11	29
K. The community in my school's attendance area will like having this material included in our school's curriculum and classes.	6	16	22
L. More institutes and workshops like this one are necessary and would be meaningful.	0	4	40
M. I would attend other institutes and workshops like this one - dealing with similar but not identical topics and concerns.	0	3	42
N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature.	5	9	28
	0	1	2*

* 0 - dislike or disagree
1 - don't know or don't care
2 - like or agree

As was previously reported on an earlier occasion, the greatest degree of uncertainty exists for items G. through K. Again, it is strongly suggested that unless teachers "feel" confident about positive reactions from parents and administrators in terms of program innovation then affective barriers remain which may impede such innovations. Either administrators and parents must be included in planning and implementing curricular innovation or the teachers will go on not being certain of where they stand traditionally, teachers have low-risk and low-political-involvement profiles. This factor is obviously inextricably confounded with any and all questions of how to modify or innovate curricular programs. It is an issue that bears closer scrutiny and systematic accounting as school programs are upgraded and changed.

The AACO/RC conducted two-workshop-institutes for a total of 208 teachers and school administrators in the summers of 1971 and 1972. Complete rosters of those who participated (as well as the names of their schools) are attached as Appendix F. All participants, in both workshops, volunteered to attend and a systematic procedures was used to insure equitable representation on the criteria of school building, geographic location of the building and grade level taught by the participant. It is noteworthy that both institutes were over-subscribed during the respective pre-registration periods. The specific instruments which were administered to the institute participants included: the Edwards Personal Preference Schedule, the Hall, Vernon, Lindzey Study of Values, the Minnesota Teacher Attitude Inventory, and a Self-Concept device (previously used in the Toledo Teacher Corps progrsm). The findings of the pre- and post-test administrations of these instruments for the summer, 1971 institute were reported in the Second Interim Evaluation Report, December 1, 1971. The singularly interesting finding that was distilled from the data was to note that, "The need for change was significantly lower on the post-test (EPPS) compared to the pre-test. It is possible that the effect of participation in a dynamic seminar situation in which participants become involved in tasks related to changes which seem important to the respective individual is to reduce the individual's need for change." That particular report went on to note, "....a serious implication (of this finding)....would be the placating of individuals desiring change so as to preclude change."

With the foregoing discussion and finding in mind, the Third Interim Evaluation Report, February 1, 1972, noted that only 2 out of a random sample of 30 participants had implemented curriculum units at the writing of that report. Very strong contingency management recommendations were delineated as being sine quo non prior to the second summer workshop which was to be held in the summer 1972.

The data on the second AACO/RC sponsored institute were significant in two areas:

1. All participants were required to sign a personal affidavit that specified which month the curriculum units developed in the workshop would be implemented. (At the writing of this final report, it is safe to say that at least 60 curriculum units out of the 99 developed have been implemented.)
2. A second administration of the Edwards Personal Preference Schedule to sub-groups of the 1972 institute did not reflect a "decreased need for change" that was reported in the 1971 participants. Just the reverse was the case. This finding was eventually supported as the rate of curriculum unit

implementation consistently increased during the subsequent 1972-73 school year. (It is worth noting again that 18 quasi-experimental field-based research projects were carried out by classroom teachers and 3 master's degree projects have been implemented as a direct outgrowth of this 1972 institute.)

The 1972 summer participants were also administered the Zucker Paired Hands Test (the same instrument was used as the criterion instrument in the 18 field-based quasi-experimental studies by teachers).

Instrumentation

Activities designed to meet the sub-objectives listed under the fifth and final major objective have also been met and are being met. Content examinations for both senior high school and junior high school students have been constructed and administered by center staff members.

In April, 1973, a three-hour clinic on writing test items was conducted for the AACO/RC staff. This clinic was designed to show how items might be written at levels of difficulty (and type) other than recall or memory. Each staff member was asked to write at least 3 items for this final report. These items were to reflect the skills acquired in the clinic. It is clear that the staff indeed appears able, by virtue of the nature of the following test items, to be able to write items which requires analysis, analogy-making, and synthesis behaviors.

Black power is the descriptive phrase used when one attempts to explain the means that black people have of garnering their resources for self-determination.

1. Given the diversity of the black community and the above statement, Black Power, can mean:

   a. the same thing as White Supremacy.
   b. that the Afro-Americans want some control over their economic and educational situation.
   c. violence to the American society.
   d. all of the above.
   e. none of the above.

2. When Malcolm X. and later Stokeley Carmichael, said "arm yourselves", they could have meant:

   a. stay in school and fight the system through education.
   b. "Don't take no stuff", use self-defense as a method of protection (blacks should fight violence with violence).
   c. invest in black businesses in black communities.
   d. all of the above.
   e. none of the above.

3. People seem to fear the idea of "Black Power":

   a. because they are afraid of violence.
   b. the word, black, has a negative connotation.
   c. whites don't want to give up the power they have.
   d. they often misunderstand what is meant by the phrase, "Black Power".

4. "Dead Eye" Dick was a black man who lived during the period of American History of westward expansion. "Dead Eye" Dick is to Jesse James as Martin Luther King is to:

   a. Shirley Chisholm.
   b. George Wallace.
   c. Mahatma Gandhi
   d. Hubert Humphrey.

5. Africa is a large, diverse, continent consisting of many peoples, each with long and rich cultural histories. Since the continent of Africa is historically and geographically very much like the other continents, one could hypothesize that when whites first came to Africa they found:

   a. no large towns or cities.
   b. no strong kingdoms.
   c. some strong kingdoms and large cities.
   d. none of the above.

1. After the collapse of Reconstruction governments, southern whites began gradually to legalize the informal practices of segregation. Plessy vs. Ferguson tested the constitutionality of this trend in southern legislation. The Supreme Court upheld the conviction of Plessy. The Plessy vs. Ferguson Court decision of 1896:

   a. affected only Plessy.
   b. became the legal basis for racial segregation in many areas.
   c. affected only railroads.
   d. affected all poor people.

2. It was, in part, the Negro reaction to white prejudice and violence that sparked "The Harlem Renaissance". It was in New York in 1923, that Paul Robeson began his career on stage. And it was in 1926, that another young man in Harlem, Langston Hughes, finished his first book of poems. Which of the following cannot be associated with "The Harlem Renaissance"?

   a. Claude McKay
   b. Denmark Vesey
   c. Countee Cullen
   d. James Weldon Johnson

True - False

3. _____ To have black cowboys appearing on "Gunsmoke" would be historically inaccurate.

4. _____ Africa is a vast country nearly four times the size of the United States.

5. _____ The slave traders were generally not respected members of their communities because their profession was distasteful.

History is the accumulated, written and oral collection of facts and events of people of the past which are examined in the present.

Black history is the accumulated, written and oral collection of facts and events of black people of the past which are examined in the present.

1. Black history includes the events which have happened in Africa over the last two million years.

   _____True
   _____False

2. Since there were men of African origins with Christopher Columbus and Coronado, we can assume that "black" history and "white" history will be interwoven in American History from 1492 on the present.

   _____True
   _____False

3. The story of slavery in America is "black history" only according to the definitions above and not be categorized under the heading of "history".

____True
____False

Oftentime curriculum intervention and innovation makes an impact in terms of attitude changes of participants rather than achievement of curricular content objectives. The question was, therefore, raised concerning measures of attitudes and the self-concept in relation to curriculum units implemented in schools as part of the summer institute agreement and committment. Accordingly, a number of attitude measures developed by Popham were used on a pre and post-test basis for curriculum units implemented in four classes at Bowsher in the seventh grade. The Indiana Paired Hands test was also used on a pre and post-test basis. Two other instruments designed by Popham were given only once.

The two instruments given only once were the Parent Approval Index and What Would You Do Index. The means and standard deviations for these instruments are shown in Table 9. It can be seen that the highest mean for the Parent Approval Index was scored by the third class period while class periods two and four tied for low means. The highest mean for the What Would You Do Index was also served by the third class period and the low mean was found for the first class period.

TABLE 9

Means and SDs for Parent Approval and What Would You Do Indices

	Class Period							
	One		Two		Three		Four	
Index	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Parent Approval	21.28	7.77	19.88	7.47	25.54	9.01	25.40	8.75
What Would You Do	14.48	2.69	14.72	2.11	15.24	2.88	14.80	2.78

The Indiana Paired Hands Test was administered on a pre and post-test basis. The means and standard deviations for both the pre-test and post-tests are shown in Table 10.

TABLE 10

Means and SDs for Pre-Post Tests of Indiana Paired Hands

Class Periods	Pre-Test		Post-Test		
	Mean	SD			t-value
1	9.04	1.77	9.44	2.42	0.464
2	10.24	2.15	9.68	2.38	0.595
3	9.88	2.39	9.12	2.17	1.677
4	11.12	2.42	11.56	2.72	0.917

It can readily be observed that there were no significant differences found between pre and post-test scores for any of the four class periods.

The Popham Self Appraisal Scale was also administered on a pre and post-test basis. The scale measures objectives related to self appraisal as they are related to peers, family, school, and general appraisal. The means and standard deviations for each of these sub-categories for each class period on a pre and post-test basis are shown in Table 11. It can be seen in Table 11 that significant differences from pre to post-test scores were found in class periods two and four. Significant changes were noted for sub-categories of the Self Appraisal Scale related to peers and general for class period two and related to family and general for class period four. Scores were raised significantly for peer and general categories but were lowered for the family category. How much of these changes can be directly attributed to the curriculum innovation units remains unkown. It is interesting to note that lowered post-test scores obtained for only three of the sixteen camparisons. In thirteen comparisons post-test scores were higher. It is unfortunate that no significant changes were observed on the subcategory of the school in spite of that fact that post-test scores were higher for all four class periods.

TABLE 11

Means And SDs For Self Appraisal Scale On Pre And Post-Tests

Class Period	Sub-Category	Pre-Test		Post-Test		t-value
		Mean	SD	Mean	SD	
One	Peer	52.84	7.72	53.32	7.85	.512
	Family	55.32	7.98	55.68	6.56	.273
	School	51.88	8.22	52.96	5.10	.260
	General	55.72	6.06	54.24	7.55	.867
Two	Peer	50.36	9.95	53.80	8.73	2.627**
	Family	54.32	10.05	52.12	9.32	1.039
	School	48.80	10.28	51.84	8.43	.980
	General	51.72	11.00	54.32	7.12	2.398*
Three	Peer	54.36	6.28	54.44	5.94	.068
	Family	54.72	5.76	56.56	6.65	1.542
	School	52.40	9.79	53.60	9.60	.689
	General	54.56	5.56	56.72	6.44	.979
Four	Peer	55.00	8.79	56.68	9.15	1.554
	Family	54.40	9.50	57.12	11.43	2.340*
	School	56.16	10.04	57.68	8.89	1.632
	General	55.20	7.71	58.60	8.14	2.175*

*$p < .05$
**$p < .01$

A Choose A Job Inventory was also administered to all class periods. Again there was not much difference observed between means for each class period. The means and standard deviations are shown in Table 12. The highest mean was found for class period three and the lowest mean was found for class period one.

TABLE 12

Means And SDs For Choose A Job Inventory

Class Period	Mean	SD
1	20.26	3.17
2	22.34	3.53
3	22.82	3.23
4	22.32	2.76

The results have produced some descriptive data to attitudes of students in the seventh grade at Bowsher. No significant differences were found for the Indiana Paired Hands test. It is likely with this age group that students can see through the test and manipulate the outcome. However, it clearly fits with the findings of the many other times this instrument was used during this year. No significant differences were found for pre and post-test scores on the Indiana Paired Hands test. One can conclude that greater controls are necessary for the curriculum innovation treatments if this instrument is to be sensitive to the desired changes or even, more simply, one might conclude that this instrument should not be used as the criterion for evaluation of the curriculum innovation.

Finally, the results of the Popham Self Appraisal Scale produced some significant differences when comparing pre and post-test scores. There is also inherent in these data the problem of deciding how much, if any, of these changes can be directly attributed to the curriculum unit under study and evaluation.

Impact of the Project

The greatest impact of the project has been its ability to respond to some of the needs of those people —— teachers and community workers —— who are attempting to overcome the affects of racism within American society. As was stated in the original proposal, many people, either through ignorance or through lack of self-appraisal, have been condoning an insidious disease which has permeated many unknowing minds. The period of the 60's saw much unrest, violence and confrontation; the period of the 70's must find a reasonable means of creating an ethnic and racial mosaic whereby all peoples in America may feel they are one hundred percent American citizens.

Although the Afro-American Curriculum Office has constantly emphasized the importance of teaching and practising good human relations throughout the school year, many people still reserve their primary attention to such activities for the months of January, February and March. The impact of the center can be reflected by the User Index figures for those months during the three years of the project. Note that during those months, circulation of materials increased dramatically each year. The number of people using materials can be inflated in many cases since teachers are either sharing the materials with others in their schools or at least using them with twenty or more students. The center has become a focus for instruction on minorities and human relations in general. Some comparison is available between January, February and March of the three project years.

	JANUARY	FEBRUARY	MARCH	TOTAL
1971 User Index	6	53	80	139
1972 User Index	191	203	125	519
1973 User Index	267	499	222	988
1971 Materials	9	129	185	323
1972 Materials	518	624	403	1545
1973 Materials	1108	1097	847	3052

FIGURE 3. Comparison of User Index by Months

If to these figures are added the consultations, demonstrations and presentations by staff members for the same three months one sees a great amount of activity in the area of human relations. Of primary importance also is the fact that the values under which the center operates must seem valid to this same number of people. This fact says that basically the procedures are adequate and worthwhile. It can definitely be stated that there is more awareness. The task of the center will always be to increase this awareness until changes in attitude are very evident. There have already been changes in behavior in some.

Data presented in one Interim Evaluation Report (April, 1973) have indicated that the students are growing in their perspective of self-worth and of human worth. One teacher in a third grade setting asked her students to draw pictures of cowboys as an art-oriented pre-test. She reported that fifty-four (54) per cent of her class of all black students drew pictures with only white cowboys represented. After the instruction of a unit on "Blacks in the West", the post-test drawings showed that only nine (9) per cent of her class drew only white cowboys --- a forty-five (45) per cent shift toward increasingly accurate representations of historical antecedents as they had actually occurred. Another school reported that after instruction on "Afro-Americans in American Life", a unit of several weeks duration presented in an all white school at the sixth grade level, students wrote and published articles in their school newspaper which extolled the virtues and contributions made by Afro-Americans. This culmination of the unit was not an activity planned by the teacher but initiated by the students.

The project does not claim to have solved all the problems which have arisen because of the exclusion of minorities from the content of our curriculum. The greatest difficulty has been the alteration of certain values and attitudes operant in our society. The project has concentrated on those individuals who have indicated a readiness for change and a willingness to work for that change. The next phase will be the continuation of project activities with greater inclusion of those people who may not have been touched by the initial efforts.

At the conclusion of Title III ESEA funding, the entire operation of the Afro-American Curriculum Office and Resource Center became an adjunct to the social studies department. Since the project director and his secretary have divided their time and salaries equally between the Center and the Social Studies Department during the final project year, they will continue the same duties. Their salaries will be assumed completely by the General Fund of the Toledo Public Schools.

The librarian and the library aide will be retained to operate the Resource Center, which fact will permit all circulation activities to be continued at the present level. Since it will be necessary to relocate two of the teachers in classrooms, the duties of the librarian will be expanded. It has been decided that the teacher in charge of high school curriculum will be retained and will assume the duties and activities of the junior high curriculum. The librarian will direct curriculum activities for the primary and intermediate levels in addition to the Resource Center functions. The salaries for these three staff members will be assumed by the Disadvantaged Pupil Public Fund.

Obviously under such an arrangement some of the demonstration services will be curtailed; however, the basic program can be continued without harming the total effectiveness. The resource center will be able to function normally, although acquisition of new materials and duplication of old materials will be at minimum. Curriculum revision and materials evaluation will continue with the assistance of teacher committees, which is the usual process in the Toledo Public Schools. Inservice training will continue on all levels, with the majority of such activities coordinated through the Office of Staff Development.

Recapitulation

It is clear that the AACO/RC met its objectives and carried out its mission in an admirable fashion these last three years. Thousands of curricula items have been cataloged into the center's library and thousands of loans have been logged. Thousands of visitors have been to the center and have used its facilities. More than 200 people participated in the summer institutes with at least 60.70 curriculum units having been implemented. Three master's projects have been completed along with 18 field-based investigations as a direct consequence of the efforts of the AACO/RC and its staff. Many hundreds of teachers and community people have been in-serviced and assisted by the center's staff. A chapter in a locally published booklet (Comment, '73) is based upon the AACO/RC's mission. Formal presentations at local, state, regional, and national conferences and meetings have been carried our by AACO/RC staffers. Untold thousands of students have experienced new curricula and new ideas and concepts as a result of their teachers' efforts to include Afro-American Studies in their programs and classes.

Were values changed? We don't know. Were inter-racial hostilities ameliorated? We don't know. Can a center be held accountable for these goals? Probably not. The AACO/RC has, however, made a difference----- and, that difference is one of curricular equity and justice through the intervention into traditional programs of factual Afro-American Curricula! To that end, the goals of this Title III ESEA project have been more than met!

B. RECOMMENDATIONS

On the basis of the relative success of the Afro-American Curriculum Office and Resource Center, the following recommendations are proffered:

1. The entire program should be continued at as high a level as possible.
2. The concept of the program should be extended to include more minority groups.
3. The instrumentation for evaluating the success or failure of the final objective should be further sophisticated.
4. Inservice activities should be extended to reach as many prospective teachers as possible. This extension would entail close cooperation with the teacher training components of the three major universities in the Toledo area.

C. ERIC RESUMÉ

The Afro-American Curriculum Office and Resource Center was instituted through ESEA Title III funds in June, 1970 with the general purpose of upgrading the instructional level and material resources concerning the black American's contributions to this country's past and present life. While most black studies programs have directed their efforts into the predominantly black schools, Toledo's program focuses on the idea that both blacks and whites should be exposed to the culture of Afro-American heritage. Efforts of the project were directed toward the establishment of a resource center, curriculum development and inservice training. Results of the program have been (1) a general awareness of the void in the curriculum of the schools (2) the establishment of the means to fill that void and (3) the actual attempt by many classroom teachers to fill that void both for themselves as individuals and for their students. Evaluation was conducted through a user index in the resource center, interviews with and questionnaires distributed to teachers, and student and teacher inventories on hostility, racism and self-appraisal. Two further tasks are the refinement of instruments for evaluation of change of attitude and the development of pre-service activities for prospective teachers.

APPENDIX A

Objectives

Afro-American Curriculum Office and Resource Center

Title III, ESEA

Toledo Public Schools

I. To establish a Resource Center with printed and audio-visual materials which may be used by teachers, students and interested community.

II. To develop and/or assemble curriculum material on the history and culture of the Afro-American and, in part, the African to supplement the material used in the regular classrooms in grades K-12.

III. To institute a system for evaluating printed and audio-visual material treating the Afro-American and thereby to serve all Curriculum Departments of the Toledo Public Schools.

IV. To initiate self-awareness sessions among the educational personnel in order that they may recognize and understand the status of the Afro-American and thereby realize their own importance in promoting better understanding and relations among the races.

V. To effect changes in attitude in teachers, students and, if possible, the community so that better overall human relations will be achieved in the schools through knowledge and understanding of others.

APPENDIX B

PILOT SCHOOLS

Primary Grades

Blessed Sacrament
Garfield
Glendale
Sherman
Washington

Upper Elementary

Arlington
Harvard
Lincoln
Ryder
St. John's
Washington

Junior High

East Side Central
Gunckel
McKinley
McTigue
Pickett

High School

DeVilbiss
Rogers
Scott
Spencer-Sharples
Start
Waite
Whitney
Woodward
Libbey

APPENDIX C

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

PERIODICALS SUBSCRIPTION LIST

Africa Report. African-American Institute. Washington, D. C. (Nine issues annually)

Widely-read American magazine on African affairs. Objective, country-by-country reports on major developments in Africa; expert analysis of trends with maps and charts; reviews of major books on Africa.

Bibliographic Survey: The Negro In Print. Negro Bibliographic and Research Center. Washington, D. C. (Bimonthly)

Survey of current publications about the Negro.

Black Enterprise. Earl G. Graves Publishing Co., Inc. New York. (Monthly)

Black business magazine.

The Black Panther. Oakland, Calif. (Weekly)

Black Panther party newspaper.

Black Sports. Black Sports, Inc. New York. (Monthly)

Black sports magazine.

Black Times. Albany, California. (Triweekly)

National black newspaper.

Black World. Johnson Publishing Company. Chicago, Illinois. (Monthly)

Black literary and arts magazine. Original works, critical reviews, and notes on books, authors, artists, and the arts.

Bronze Raven. Toledo, Ohio. (Weekly)

Local black newspaper.

Crisis. National Association for the Advancement of Colored People. New York. (Bimonthly)

Focuses on civil rights but also contains articles on Negro life and history, book reviews, and an annual list of books by black authors.

Ebony. Johnson Publishing Company. Chicago, Illinois. (Monthly)

A general interest picture magazine which concentrates on stories of primary interest to American Negro readers. Serves as a voice for the Negro leadership elite and has a middle-class orientation. Stresses progress and achievement stories but has some race relations articles.

Ebony, Jr. Johnson Publishing Company. Chicago, Illinois. (Monthly)

Children's magazine.

Freedomways. Freedomways Associates, Inc. New York. (Quarterly)

Reviews the Negro freedom movement mixing together scholarly articles, essays, book reviews, and poetry.

Freeing The Spirit. National Office for Black Catholics. Washington, D. C. (Quarterly)

Publication of black lay Catholics.

Integrated Education; Race and Schools. Integrated Education Associates. Chicago, Illinois. (Bimonthly)

Special articles and state-by-state report on integration in education. Current bibliography.

Interracial Books For Children. Council on Interracial Books for Children. New York. (Quarterly)

Newsletter with articles and book reviews aimed at establishing and maintaining standards of authenticity and quality in the writing and publishing of children's interracial books.

Journal of Negro Education. Howard University. Washington, D. C. (Quarterly)

Promotes the collecting of information and the conducting of investigations concerning the education, life, and welfare of Negroes and other minority groups. Stresses critical studies.

Journal Of Negro History. Association for the Study of Negro Life and History. Washington, D. C. (Quarterly)

A major scholarly journal dealing with the history of Afro-American peoples. The Resource Center has bound copies of all back issues.

Liberator. Afro-American Research Institute, Inc. New York. (Monthly)

Provides an outlet for black radical viewpoints of varying degrees. A necessary supplement to magazines of the Ebony type.

Muhammad Speaks. Chicago, Illinois. (Weekly)

National newspaper voice of the Black Muslim movement.

Negro History Bulletin. Association for the Study of Negro Life and History. Washington, D. C. (Eight issues annually)

Historical accounts, feature stories, and biographical sketches designed for schools and the lay public. Illustrated.

[illegible]

APPENDIX D

AFRO-AMERICAN RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

AFRICAN ARTS AND CRAFTS

These African arts and crafts resource materials are available from the Afro-American Resource Center. Books marked with an asterisk are also available in all the elementary school libraries as these titles were placed in the elementary school collections by the Afro-American Office.

Books

j 916
B

A is for Africa. Jean Carey Bond. Franklin Watts. 1969.

Illustrated book about the people and cultures of Africa with colorful pictures of native arts and crafts.

* j 709
M

Africa's Living Arts. Anthony Marshall. Franklin Watts. 1970.

Ancient and contemporary African art approached through its functional purposes in the everyday life of the people.

* j 745.5
D

African Crafts for You to Make. Janet D'Amato. Julian Messner. 1969.

Illustrated directions for construction of replicas of African houses, clothing, musical instruments, and other artifacts with a background history of each.

960
D

African Kingdoms. Basil Davidson, ed. Time. 1966.

Well-illustrated survey of the history and culture of African civilizations.

REF
398
R

African Folktales and Sculpture. Paul Radin. Pantheon Books. 1964.

Contains 187 large black and white plates of African artifacts.

REF
732.2
S

African Sculpture Speaks. Ladislas Segy. Hill and Wang. 1969.

Profusely illustrated with African art, sculpture, and design.

* j 709.6
G

The Art of Africa. Shirley Glubok. Harper and Row. 1965.

Headdresses and masks, statues of kings, brass figures, carved stools and musical instruments are some of the examples of African art in this book.

REF
709.6
L

The Art of Africa. Elsy Leuzinger. Crown. 1960.

Discusses works from 1,000 A.D. to modern times; with 64 full-color plates.

398-4 The Magic Tree. Texture Films. (Color; Sound; 15 minutes).

African folktale portrayed with animated graphic art based on African style, form and design.

Filmstrips

African Art and Culture. Warren Schloat. 1968. (Color; Sound; 193 frames).

Three filmstrips on (1) early art, (2) sculpture, and (3) masks.

The Sculpture of Black Africa. Life. (Color; Sound).

Filmstrips on the sculpture of (1) the kingdom of Benin, (2) the Congo, and (3) the equatorial region.

Understanding African Art. Educational Dimensions Corporation. 1970. (Color; Sound; 67 frames).

Introduction to African tribal art.

Slides

SL 745.09 A African Dress and Design. Society for Visual Education. 1970. (Color; 20 slides).

Slides present traditional African dress and design.

SL 732.2 D Discovering the Art of Africa. Society for Visual Education. 1970. (Color; 20 slides).

Slides present traditional forms of African art and sculpture.

SL 730.9 M Modern African Carvings. Society for Visual Education. 1970. (Color; 20 slides).

Modern wood carvings from the Makonde people.

SL 732.2 T Treasures and Traditions of African Art. Society for Visual Education. 1970. (Color; 20 slides).

Explores some of the great traditional forms of African art, representative of a variety of tribes.

The Creative Africans: Artists and Craftsmen. Mary Louise Clifford and Edward S. Ross. Noble and Noble African Studies Program.

Booklet on the creativity of the artists and craftsmen of Africa, colorfully illustrated with their works.

Creeds and Cultures in Modern Africa: Belief, Tradition, and Change. Mary Louise Clifford and Edward S. Ross. Noble and Noble African Studies Program.

Booklet on African culture and religion containing many colorful photographs of artifacts.

• j 398.2 L Crocodile and Hen. Joan M. Lexau. Harper and Row. 1969.

Illustrated folktale.

j 398.24 C Hat Shaking Dance. Harold Courlander. Harcourt, Brace and World. 1957.

African folktales with illustrations using African designs.

j 398.2 C The King's Drum. Harold Courlander. Harcourt, Brace, and World. 1962.

Collection of folktales with illustrations using African designs.

j 398.2 C Olode the Hunter. Harold Courlander. Harcourt, Brace, and World. 1968.

Another collection of folktales with African designs used in illustrations.

• j 398.2 H A Story, a Story. Gail E. Haley. Atheneum. 1970.

Caldecott award-winning, illustrated African folktale.

j 398.2 D Why the Sun and the Moon Live in the Sky. Elphinstone Dayrell. Houghton Mifflin. 1968.

Illustrated African folktale.

Films

916.24-3 Anansi: The Spider. Texture Films. 1969. (Color; sound; 10 minutes).

African folktale portrayed with animated graphic art based on African style, form and design.

709.6-1 Buma. Encyclopaedia Britannica Education Corporation. 1952. (Color; Sound; 9 minutes).

A presentation of African sculpture in which carved statues and masks are used to depict the life of the natives of West and Central Africa and to reflect their fundamental fears and emotions.

AFRO-AMERICAN RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

AFRO-AMERICAN MUSIC BIBLIOGRAPHY

The materials on this list are primarily concerned with Afro-American music. However, the Resource Center has many other materials which include sections on Afro-American music or musicians. If this list does not provide for your particular needs, consult the librarian.

BOOKS

General Background

790.2 Black Magic: A Pictorial History Of The Negro In American Entertainment.
H Langston Hughes and Milton Meltzer. Prentice-Hall. 1967.

This well illustrated book concentrates on Afro-American music.

780.973 The Music Of Black Americans: A History. Eileen Southern. W. W. Norton
S and Co. 1971.

Emphasizes the variety and vitality of musical life among black Americans from the African heritage to their present day role in the black liberation movement.

781.7 The Negro And His Music. Alain L. Locke. Arno Press. 1969.
L

A classic first published in 1936 and frequently reprinted.

784.756 Negro Folk Music, U. S. A. Harold Courlander. Columbia University Press.
C 1963.

The most comprehensive work on Negro folk music in the United States.

700 The Negro In American Culture. Margaret Butcher. Alfred A. Knopf, Inc.
B 1956.

Describes the Negro's role in American culture and includes chapters on Afro-American music.

REF The Negro In Music And Art. Lindsay Patterson. Publishers Co. 1968.
700
P A detailed account of the black American's contribution to music.

J 781.73 Songs And Stories Of Afro-Americans. Paul Glass. Grosset and Dunlap.
G 1971.

(This book has been placed in the elementary libraries of the Toledo Public Schools.) Briefly tells the stories of black men and women who made noteworthy contributions to American music and of events in history that inspired various songs. Includes music and words to many representative songs.

Specialized Works

780 Black Music. LeRoi Jones. Wm. Morrow and Co. 1967.
J

A collection of essays, reviews and musical analyses of contemporary jazz musicians and their works.

781.7 Black Nationalism And The Revolution In Music. Frank Kofsky. Pathfinder
K Press. 1970.

Essays on the relationship of black nationalism and black music.

781.773 Blues People: Negro Music In White America. LeRoi Jones. Morrow and
J Co. 1963.

A sociological approach to black music in America.

781.5 The Bluesmen: The Story And Music Of The Men Who Made The Blues. Samuel
C B. Charters. Oak Publications. 1967.

A definitive book on the blues as musical and social expression, and the musicians' style.

j 781.509 Cool, Hot, And Blue. Charles Boeckman. Luce. 1968.
B

A history of jazz for young people.

780.0712 Dan Emmett And The Rise Of Early Negro Minstrelsy. Hans Nathan.
N University of Oklahoma Press. 1962.

Combines history, biography, and music to tell the story of nineteenth century Negro minstrelsy in the United States.

784.7 Echoes Of Africa In Folk Songs Of The Americas. Beatrice Landeck. David
L McKay Co. 1969.

Traces the black man's music through his songs.

j 785.42 The First Book Of Jazz. Langston Hughes. Franklin Watts. 1955.
H

The history, development, artists, and materials of jazz music for young readers.

781.57 Jazz Masters Of New Orleans. Martin T. Williams. MacMillan Co. 1967.
W

An introduction to New Orleans jazz and biographies of its outstanding musicians.

784.7 Lift Every Voice And Sing. John Rosamond Johnson. Hawthorne Books.
J 1970.

Historical introduction to the Negro national anthem with illustrated word text and simple piano arrangement with guitar chords. For all readers.

781
D

Musical Instruments Of Africa. Betty Warner Dietz. John Day. 1965.

The nature, use, and place of musical instruments in the life of the African peoples.

784.756
F

Negro Slave Songs In The United States. Miles Fisher. Cornell University Press. 1958.

Spirituals seen as revolutionary protests.

784.7
G

The Sound Of Soul. Phyl Garland. Henry Regnery Co. 1969.

History of soul music and soul singers. With discography.

j 781.96
H

That New River Train. Lucy Hawkinson. A. Whitman Co. 1970.

Illustrated version of the traditional song about loving everything and everyone.

Biography

j 920
H

Famous Negro Music Makers. Langston Hughes. Dodd, Mead and Co. 1955

Biographical stories for younger readers of outstanding black musicians or musical groups.

j 920
T

Giants Of Jazz. Louis Terkel. Thomas Y. Crowell Co. 1957.

Biographical stories of twelve jazz men. With discography.

B
ARM

Louis Armstrong. Kenneth G. Richards. Children's Press. 1967.

Biography with a bibliography to other literature about Louis Armstrong.

B
AND

Marian Anderson: Lady From Philadelphia. Shirlee P. Newman. Westminster Press. 1965.

Biography of the great opera and concert contralto.

B
JAC

Movin' On Up: The Mahalia Jackson Story. Mahalia Jackson and McLeod Wylie. Hawthorne. 1966.

Autobiography of the late gospel singer.

780.922
T

Music And Some Highly Musical People. James M. Trotter. Afro-Am Press. 1969.

A reprint with sketches and portraits of nineteenth century black musicians.

B
AND

My Lord, What A Morning. Marian Anderson. Avon. 1956.

Marian Anderson's autobiography.

B
COL

Nat King Cole. Maria Cole. Wm. Morrow and Co. 1971.

Biography of singer Nat King Cole by his wife.

B
BAI

The Raw Pearl. Pearl Bailey. Harcourt, Brace, and Co. 1968.

Singer Pearl Bailey's autobiography.

jB
ARM

Trumpeter's Tale. Jeanette Eaton. Wm. Morrow and Co. 1955.

Story of Louis Armstrong for young readers.

jB
HAN

William C. Handy; Father Of The Blues. Garrard. 1968.

Story for young readers.

AUDIO-VISUALS

Motion Pictures

MP
784.756-1

Afro-American Music: Its Heritage. Communications Group West. 1969.

16 min. sd. color. 16 mm.

From the talking drums of West Africa to contemporary "rhythm and blues," 250 years of Black America's contributions to the history and culture of the United States are portrayed. Jazz composer, Calvin Jackson, traces the history and evolution of black music from tribal communications through plantation life origins of spiritual and gospel music to the eras of the "blues," "ragtime," "dixieland," "jazz," and "swing," climaxing with the Afro-Cuban music and the "rhythm and blues" of today.

Intermediate, junior high, high school, adult.

MP
796-6b

Body And Soul. Part 2: Soul. Film Associates. 1968.

25 min. sd. b&w. 16 mm.

Singer Ray Charles provides an insight into the attitudes and experiences of many Negro performers. He explains what "soul" music is, and an interpretation of its development is illustrated by performances by Billie Holiday, Mahalia Jackson, Duke Ellington, Count Basie, and Aretha Franklin.

Junior high school, high school, adult.

MP
784.4-1

Discovering American Folk Music. Bailey Film Associates. 1969.

22 min. sd. color. 16 mm.

Reviews the two main influences--African and English--in the development of American folk music.

Intermediate, junior high, high school, adult.

MP
785.42-1

Discovering Jazz. Bailey Film Associates. 1969.

22 min. sd. color. 16 mm.

Traces the history of jazz from its roots in 19th century black America from Dixieland and blues through such styles as swing, bop, cool jazz, funky, and free improvisation.

Intermediate, junior high, high school, adult.

MP
[illegible]1.9-1

Discovering The Music Of Africa. Bailey Film Associates. 1967.

22 min. sd. color. 16 mm.

Robert Ayitee, drummer, and his associates present the history, structure and style of African music with an explanation of its complexity.

Intermediate, junior high, high school, adult.

MP
921-17

Lady In The Lincoln Memorial. Arno Press. 1970.

18 min. sd. color. 16 mm.

Biographical presentation of Marian Anderson's life.

Intermediate, junior high, high school, adult.

MP
921-26

W. C. Handy. Bailey Film Associates.

14 min. sd. color. 16 mm.

Biography of bluesman, W. C. Handy.

Intermediate, junior high, high school, adult.

Filmstrips

FS
B
DIX

Dean Dixon: Conductor. Warren Schloat Productions. 1971.

67 fr. color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm., 16 min. (Black experience in the arts).

Black conductor Dean Dixon discusses the frustrations and rewards of his career after 21 years away from American symphony productions.

High school, adult.

FS
B
DOU

Folk Songs And Frederick Douglass. Warren Schloat Productions. 1969.

2 filmstrips (pt. 1, 54 fr.; pt. 2, 58 fr.). color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm., 17 min. microgroove.

Biography of the life of Frederick Douglass, Negro author, orator, and abolitionist. Presented against a background of Negro spirituals and ballads. With teacher's guide.

Intermediate, junior high, high school, adult.

FS
784.4
F

Folk Songs In The Civil War. Part 1: 1861-1862. Warren Schloat Productions. 1967.

70 fr. color. 35 mm. and phonodisc: 2 s., 12 in., 33 1/3 rpm., 13 min. microgroove.

Songs about sectionalism, the importance of slavery to cotton economy, Lincoln's victory, the South Carolina secession, creation of the Confederacy, the battles of Bull Run and Antietam, the Monitor and the Merrimac, and the important generals. With teacher's guide.
Intermediate.

FS
784.4
F

Folk Songs In The Civil War. Part 2: 1863-1865. Warren Schloat Productions. 1967.

69 fr. color. 35 mm. and phonodisc: 2 s., 12 in., 33 1/3 rpm., 12 min. microgroove.

Songs about the Emancipation proclamation, Negro regiments in the Union Army, the battles of Chancellorsville, Gettysburg, and Vicksburg, Lincoln's re-election and second inauguration, Sherman's march through Georgia, Appomattox, and John Wilkes Booth. With teacher's guide.
Intermediate.

FS
781.7
H

Historical Interpretation of Negro Spirituals and Lift Every Voice And Sing. Conlam Enterprises. 1970.

43 fr. color. 35 mm. and phonodisc: 1 s., 12 in., 33 1/3 rpm., 19 min. microgroove.

Reveals the importance of the Negro spiritual as a secret means of communication used by the slaves. Includes the anthem, "Lift every voice and sing," and the songs: Trampin; Steal away; Swing low sweet chariot; Go down Moses; My Lord what a morning; O, Mary don't you weep; Get on board; Wade in the water; Soon a will be done; March on; and Joshua fit the Battle of Jerico. With script and teacher's guide.
Kindergarten, Primary, Intermediate, Junior High, High School, Adult.

Records

RD
781.7
A

American Negro Songs From Slavery Times. Folkways Records. 1960.

2 s. 12 in. 33 1/3 rpm. microgroove.

Notes on the songs and texts inserted in slipcase.
Intermediate, Junior High, High School, Adult.

RD
784
B

Been Here And Gone. Folkways Records. 1960.

2 s. 12 in. 33 1/3 rpm. microgroove.

A journey through southern music including black sounds and artists. Program notes inserted in slipcase.
Junior High, High School, Adult.

RD
780
B

Been In The Storm So Long. Folkways Records. 1967.

2 s. 12 in. 33 1/3 rpm. microgroove.

Spirituals and shouts, children's game songs and folktales. Notes and texts of songs inserted in slipcase.
Primary, intermediate, junior high, high school, adult.

RD
372.87
J

Call-And-Response. Rhythmic Group Singing. Folkways Records. 1957.

2 s. 10 in. 33 1/3 rpm. microgroove.

Sung by the composer and a group of school children with instruments. Program notes and texts in slipcase.
Kindergarten, primary, intermediate.

RD
785.6
S

Concerto For Orchestra. Silhouettes in Courage. 1970.

1 s. 12 in. 33 1/3 rpm. microgroove. stereophonic.

Symphony concerto by black composer, Howard Swanson.
Junior high, high school, adult.

RD
781.7
C

Folk Music U. S. A. Folkways Records. 1959.

4 s. 12 in. 33 1/3 rpm.

Program notes and texts of songs in album.
Intermediate, junior high, high school, adult.

RD
781.7
G

Get On Board! Songs Of Freedom. Scholastic Records. 1970.

2 s. 7 in. 33 1/3 rpm. microgroove.

"Runaway slave; the story of Harriet Tubman" by Ann McGovern inserted in album.
Contents: Get on board. Steal away. Didn't my Lord deliver Daniel? Let my people go. Good news, chariot's coming. John Brown's body.
Primary, intermeiate, junior high.

RD
780
J

Jazz. Folkways. 1953.

2 s. 12 in. 33 1/3 rpm. microgroove.

Volume no. 6 of "Chicago #2. Program notes inserted in slipcase.
Intermediate, junior high, high school, adult.

RD
782.8
J

Jerico-Jim Crow. Folkways. 1964.

4 s. 12 in. 33 1/3 rpm.

A presentation of Langston Hughes' musical production, 'Jerico Jim Crow'.
Junior high, high school, adult.

RD
780
L

Leadbelly's Last Sessions. Folkways. 1953.

1 album (4 s.). 12 in. 33 1/3 rpm.

Selections by Huddie Ledbetter, folksinger, in part with guitar accompaniment. Program notes inserted in album.
Intermediate, junior high, high school, adult.

RD
780
S

Music Down Home. Folkways. 1965.

4 s. 12 in. 33 1/3 rpm. microgroove.

Contains Negro songs, spirituals, blues, and work-songs. Program notes and texts of songs inserted in album.
Intermediate, junior high, high school, adult.

RD
781.7
C

Negro Folk Music Of Africa And America. Folkways. 1951.

4 s. 12 in. 33 1/3 rpm. microgroove.

Program notes inserted in album.
Intermediate, junior high, high school, adult.

RD
784.7
N

Negro Folk Songs For Young People. Folkways. 1962.

2 s. 12 in. 33 1/3 rpm. microgroove.

Sung by Huddie Ledbetter (Leadbelly) accompanying himself. Text of the songs inserted in slipcase.
Intermediate, junior high, high school, adult.

RD
781.7
N

The Negro People In America Through Their Songs and Ballads. Heirloom. 1965.

2 s. 12 in. 33 1/3 rpm. microgroove.

Recorded from a performance by students of the Fieldston School, Riverdale, N. Y. Program notes on slipcase.
Intermediate, junior high, high school, adult.

RD
784.1
P

P. S. 186. Silhouettes in Courage. 1970.

2 s. 12 in. 33 1/3 rpm. microgroove.

Songs performed by a group of 4th and 5th grade students in a Harlem community school, with instrumental ensemble. Includes: Welcome, welcome; I shall not be moved; Blowing in the wind; Nadneda; Kum ba ya; We shall overcome; Thou shalt not kill; Come to Puerto Rico; Hine mah tov; Come back Liza; It's me ol' Lord.
Kindergarten, primary, intermediate.

RD
372.87
R

Ring Games From Alabama. Folkways. 1953.

2 s. 10 in. 33 1/3 rpm. microgroove.

Line games and play-party songs played by the children of Lilly's Chapel School, York, Alabama. Directions for the games and song texts inserted in slipcase.
Kindergarten, primary, intermediate.

RD
784
S

Songs Of The Civil War. Folkways. 1960.

4 s. 12 in. 33 1/3 rpm. microgroove.

Notes and texts of the songs in album.
Intermediate, junior high, high school, adult.

RD
781.7
S

The Sound Of Thunder. Kin-Tel Records, Inc.

2 s. 12 in. 33 1/3 rpm.

Bernice Reagan sings representative black music, including work songs, spirituals, and blues. Contents on slipcase.
Junior high, high school, adult.

RD
785
J

Symphony No. 6. Silhouettes in Courage. 1970.

1 s. 12 in. 33 1/3 rpm. microgroove. stereophonic.

Symphony by black composer, Charles Jones, which attempts to symbolize the quest of black Americans for their rightful place in the society.
Junior high, high school, adult.

RD
784
W

We Shall Overcome; Songs Of The Freedom Riders And The Sit-Ins. Folkways.

2 s. 12 in. 33 1/3 rpm. microgroove.

Historical notes and texts inserted in slipcase.
Intermediate, junior high, high school.

Cassettes

CAS
B
HAN

Father Of The Blues. Mike Whorf, Inc. 1970.

Life and accounts of W. C. Handy.

CAS
781.7
L

Lift Every Voice And Sing. Afro-American Resource Center. 1972.

Piano accompaniment to Negro national anthem.
All grade levels.

Addendum:

784
T

The Blues Bag. Happy Traum. Consolidated Music Publishers. 1968.

An anthology of traditional blues songs and instrumentals as played by the great country blues guitarists. Written for guitar and standard music notation.
Intermediate, junior high, high school, adult.

784
L

Wake Up And Sing! Beatrice Landeck. Wm. Morrow and Co. 1969.

Folk songs from America's grassroots, selected and adapted for young children with teaching suggestions.
Kindergarten, primary, intermediate.

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

THE NEGRO IN AMERICAN HISTORY

JUNIOR HIGH BIBLIOGRAPHY

The Afro-American in United States History. Benjamin DaSilva. Globe. 1969.

Easy reading Negro history textbook.

j 973 M — An Album of Black Americans in the Armed Forces. Major Donald L. Miller. Franklin Watts. 1969.

Excellent pictorial reference on the black soldier.

301.451 B — Before the Mayflower: A History of Black America. Lerone Bennett, Jr. Johnson Publishing Company. 1969.

Good, fastmoving black history survey.

940.5403 H — Bitter Victory. Florette Henri. Doubleday. 1970.

Non-fiction discussion of U.S. treatment of black soldiers during World War I.

398.2 L — Black Folktales. Julius Lester. Richard Baron. 1969.

African and Afro-American culture written in dialect.

810.8 G — Bondage, Freedom and Beyond. Addison Gayle, Jr. Zenith. 1971.

Collected prose by black American authors.

j 973.1 S — The Discovery of Esteban the Black. Elizabeth Shepard. Dodd, Mead and Company. 1970.

Adventuresome biography of Estevavico and his exploration of the southwest.

j 326 L — The Dred Scott Decision. Frank Latham. Watts. 1968.

Non-fiction reference. In-depth discussion of sectionalism and how slavery related to the conflict.

j 920
B

The Fighting Congressman. Henrietta Buckmaster. Scholastic. 1971.

Collective biographies of congressmen during the Civil War era with explanation of problems during Reconstruction.

jB
FOR

Forten the Sailmaker: Pioneer Champion of Negro Rights. Ester Douty. Rand McNally and Company. 1968.

Biography of James Forten, pioneer champion of Negro rights.

920
S

Four Took Freedom. Phillip Sterling and Rayford Logan. Doubleday and Company. 1967.

Collected biographies of Harriet Tubman, Frederick Douglass, Robert Smalls and Blanche K. Bruce. Easy reading.

973.8
B

Freedom Bound. Henrietta Buckmaster. Macmillan Company. 1965.

History of the reconstruction period after the Civil War.

B
KIN

I Have a Dream: The Story of Martin Luther King in Text and Pictures. Charles Osborne, ed. 1968.

Excellent pictorial history of Dr. King's struggle in the Civil Rights Movement.

301.451
M

In Their Own Words: A History of the American Negro. Milton Meltzer. 3 volumes. Thomas Crowell Company. 1964.

Non-fiction reference with prime source interviews.

jF
GRA

Jean Baptiste Pointe DuSable. Shirley Graham. Julian Messner. 1953.

Historical fiction. Adventuresome novel about the founder of the city of Chicago.

B
TRU

Journey Toward Freedom: The Story of Sojourner Truth. Jacqueline Bernard. W.W. Norton and Company. 1967.

Little known story of an ex-slave women who lived her life preaching against slavery and for better living conditions.

329
L

Ku Klux Klan: The Invisible Empire. David Lowe. W.W. Norton and company. 1967.

Non-fiction reference on the K.K.K. Interviews members of klan and includes many pictures and a short history.

j 973.7
L

Lincoln and the Emancipation Proclamation. Frank Latham. Watts. 1969.

Non-fiction reference which portrays Lincoln as the man caught up in political realities.

jF
STE

The Long Black Schooner. Emma Gelders Sterne. Follett. 1953.

Historical novel about the escape of an African prince and other enslaved Africans on the ship "The Amistad".

jB
KIN

Martin L. King: Fighter for Freedom. Edward Preston. Doubleday. 1968.

Historical biography. Simplified for slower or younger students. Frank discussion of Dr. King's life.

j 920
D

Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era. Lavinia Dobler and Edgar Toppin. Doubleday. 1965.

Collected biographies of six black patriots during the Revolutionary War Era.

920
B

Pioneers in Protest. Lerone Bennett, Jr. Johnson Publishing Co.

Collected biographies of people involved in the struggle for civil rights 1790-1970.

j 342.73
L

The Rise and Fall of Jim Crow. Frank Latham. Watts. 1969.

Non-fiction reference. Survey of laws made to deny black men equal opportunity.

Story of the Negro. Arno Bontemps. Alfred Knopf. 1948.

Non-fiction reference written in a interesting manner. Easy to read.

811.5
J

Soulscript: Afro-American Poetry. June Jordan. Doubleday. 1970.

Anthology of poetry by black artists.

j 920
S

The Spy, the Lady, the Captain and the Colonel. Richard Stiller. Random House. 1970.

Collected biographies written in an interesting manner using prime source illustrations and photographs. Stories give insight into personal triumph over obstacles.

j 301.451
S

They Took Their Stand. Emma Gelders Sterne. Crowell-Collier Press. 1968.

Short biographies about white Southerners who helped in black liberation.

jF
PET

Tituba of Salem Village. Ann Petry. Thomas Crowell Co. 1965.

Historical novel, setting in Salem, Massachusetts, during the witchhunts.

326
L

To Be a Slave. Julius Lester. Dial Press. 1968.

Collected narratives of slaves with short historical sketches throughout.

j 973.7
M

Worth Fighting For. Agnes McCarthy and Lawrence Reddick. Doubleday. 1965.

Frank treatment of Negro struggle for freedom during the Civil War.

The Yellow Bone Ring. Genevieve Gray. Lothrop. 1971.

Historical fiction. Setting is the civil war period and the emancipation of the slaves. Story of an ex-slave boy and his exciting search for identity.

j 920
A

Young and Black in America. Roe Pace Alexander. Random House. 1970.

Collected biographies of contemporary people written to be relevant to problems of today.

Audio-Visual Materials

Films

Black History: Lost, Stolen, or Strayed. Bailey Films. 54 minutes. Narrated by Bill Cosby.

Contemporary black situations with flashback references to Black History.

Harriet Tubman and the Underground Railroad. McGraw Hill. 54 minutes. black/white.

Positive image of black abolitionists. Authentic presentation of actual life of slave, hardship of escape through the underground railroad.

The Hat: Is This War Necessary?. McGraw Hill. 18 minutes. color.

"How and why do people individually and in groups build walls around themselves?"

Filmstrips

Afro-Americans Speak for Themselves. Educational Dimensions Corp. 1969.

Treatment of black history through the eyes of black authors of the different time periods. Set of three filmstrips with records.

Critical Thinking Aids. Modern Learning Aids.

One-hundred historical filmstrips with captions that pose an historical dilemma and, after asking the alternatives, give the historical solution.

Men of Thought-Men of Action. Media Plus. Nine filmstrips.

Black and white experiences in America from 1730 to the present. Compares and contrasts the lives of two important people, one black and one white at a specific time in history.

Rush Towards Freedom. Warren Schloat. 1970.

Set of filmstrips tracing history of civil rights movement from 1954 through Robert Kennedy's assassination.

White and Black Statue. Warren Schloat. 1970.

Human relations. Why is a Negro statue vandalized and what action should its owner take?

Visuals

Illustrated Black History. Instructor Publications.

Three sets of posters. Famous black personalities and historical portrayals.

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER
TOLEDO PUBLIC SCHOOLS

HIGH SCHOOL LANGUAGE ARTS BIBLIOGRAPHY

THE NEGRO IN AMERICAN LITERATURE

810.8
M
Blackamerican Literature: 1760 to Present. Ruth Miller. Glencoe Press. 1971.

A comprehensive anthology of black writings. Introduction by John Hope Franklin. Contains a ten minute one act play by Langston Hughes, suitable for classroom production. ("Soul Gone Home").

301.451
D
In White America. Martin Duberman. The New American Library. 1964.

Using quotations from historical documents, this two act play depicts the history of the Negro in America. A recording of the drama is available at the Afro-American Resource Center. (1963, New York play)

F
ELL
Invisible Man. Ralph Ellison. Random House. 1947.

A dramatic story of the progression of a simple, optimistic Southern Negro youth through various stages of disillusionment in a white racist society. For mature readers.

B
MAL
The Autobiography of Malcolm X. Malcolm X. Grove Press, Inc. 1964.

Illustrates the three distinct and interrelated lives of the author as Malcolm Little, Malcolm X and El-Hajj Malik El-Shabazz. The remarkable change from petty criminal to international leader is depicted.

B
BRA
To Sir With Love. E. R. Braithwaite. Prentice-Hall. 1959.

A black high school teacher instills respect in his all white class.

Jazz Country. Nat Hentoff. Harper and Rowe. 1965.

A sixteen year old white boy attempts to enter the jazz music world in this story about racial identity, jazz and the ghetto.

F
LEE
To Kill A Mockingbird. Harper Lee. J. B. Lippincott Co. 1960.

A story of what happens in a small Alabama town when a white lawyer defends and unjustly accused black man. The story is told through the eyes of the lawyer's children.

F
BAR

The Lillies of the Field. William E. Barrett. Doubleday and Company. 1962.

A southern Negro helps some refuge nuns build a church.

F
PAT

Cry The Beloved Country. Alan Paton. Charles Scribner and Sons. 1948.

A novel of a Zulu country parson who finds the evil of segregation in the slums of Johannesburg, South Africa. For mature readers.

810.9
G

Five Black Writers. Donald B. Gibson. New York University Press. 1970.

Essays on Richard Wright, Ralph Ellison, James Baldwin, Langston Hughes and LeRoi Jones. Contains twenty-six essays on these writers with an extensive bibliography. One section is on "The Writer and Social Responsibility."

812.5
C

Black Scenes. Alice Childress. Doubleday and Company. 1971.

A book of selections from plays about black playwrights. Scenes suitable for classroom production include "Purlie Victorious", "Raisin In The Sun", "A Son Come Home" and especially "Day of Absence."

jF
NEU

Edgar Allen. John Heufield. S. G. Phillips, Inc. 1968.

A white minister and his wife adopt a Negro boy. A novel about a good man and a good deed that bring a family and a community close to tragedy.

Black Drama: An Anthology. William Brasmer and D. Consolo. Charles E. Merrill Company. 1970.

Contains plays by Langston Hughes, Adrienne Kennedy and Ossie Davis. Contains a ten scene production of "Native Son" by Paul Green. (A white playwright) Concentrates on serious professional drama by black American playwrights.

809.8
E

Shadow and Act. Ralph Ellison. Randon House. 1964.

Twenty essays and two interviews. Ellison attempts to make the reader understand what it is to be an Afro-American.

F
WRI

Native Son. Richard Wright. Harper and Rowe. 1940.

Has an introduction "How 'Bigger' was Born" by Wright. A Chicago Negro finds himself through a horrible crime. For mature readers.

B I Know Why The Caged Bird Sings. Maya Angelou. Random House. 1969.
ANG

A autobiography describing the childhood and adolescence of a black girl in rural Arkansas.

813.5 American Negro Short Stories. John Henrick Clarke. Hill and Wang Co. 1966.
C

Stories and excerpts from novels ranging from Paul L. Dunbar's "The Lynching of Jube Benson" to "The Screamers" by LeRoi Jones. For mature readers.

F The Learning Tree. Gordon Parks. Harper and Rowe. 1963.
PAR

A lively story of Negro family life in Kansas in the 1920's.

812.54 A Raisin In The Sun. Lorraine Hansberry. Random House. 1959.
H

A play relating the experiences of a middle class black family attempting to move into a white neighborhood in Chicago in the 1950's.

301.451 Black Like Me. John H. Griffin. Houghton Mifflin Co. 1961.
G

An actual account of a white Texan's attempt to penetrate the "closed society" of the South by dyeing his skin black.

810.89 Soon One Morning. Herbert Hill. Alfred A Knopf, Inc. 1969.
H

An anthology of essays, fiction, and poetry by well-known and lesser-known contemporary Negro writers. The main emphasis is upon the creative expression of the Negro writer. For mature readers.

813 The Best Short Stories by Negro Writers.(1899-Present). Langston Hughes.
H Little, Brown and Company. 1967.

A collection including a number of new stories by lesser known writers. Suggested selections include "The Almost White Boy" by Willard Motley and "The Scapegoat" by Paul Lawrence Dunbar. For mature readers.

REF The Poetry of the Negro 1746-1970. Langston Hughes and Arna Bontemps.
811.008 Doubleday and Company. 1970.
H

An anthology including the poems of 111 black poets and 52 white poets.

813.5
A

Brothers and Sisters. Arnold Adoff. Macmillan Company. 1970.

A collection of short fiction by black American writers starting with the Harlem Renaissance. Includes Baldwin, Brooks, Dumes and Edwards.

301.451
L

The Speeches of Malcolm X at Harvard. Archie Epps. William Morrow Co. 1968.

Discusses the life of Malcolm X and what motivated him. Investigates and analyzes his style of speaking.

817
H

The Best of Simple. Langston Hughes. Hill and Wang. 1961.

Simple, the central figure, is a Negro who gives his opinions on some of his favorite subjects in a humorously expressed philosophy. A recording is also available.

810.9
H

Anger and Beyond. Herbert Hill. Harper and Rowe. 1966.

Ten black and white writers trace the history of Afro-American literature and explore the psychology and creative strength of the contemporary black writer. Teacher reference and mature readers.

jF
BON

Durango Street. Frank Bonham. E. P . Dutton and Company. 1970.

The study of a black youth involved in a street gang in Los Angeles. A social worker is able to direct the boy and the gang to more constructive activities. Easy reading.

F
BON

Black Thunder. Arna Bontemps. Beacon Press. 1968.

A Historical novel concerning a black insurrection which took place in Virginia in 1800.

jF
HAM

The House of Dies Drear. Virginia Hamilton. The Macmillan Company. 1968.

A mystery story about a Southern black family moving into a new home in Ohio. The house is supposed to be haunted. Easy reading.

811.08
B

American Negro Poetry. Arna Bontemps. Hill and Wang. 1963.

A representative collection of 171 poems by 55 black poets of the 20th century.

810.8
C

Black Voices. Abraham Chapman. Mentor Publishing Company. 1968.

An anthology of Afro-American literature. Fiction, poetry, autobiography and criticism by leading Afro-American writers.

B Black Boy. Richard Wright. Harper and Rowe. 1945.
WRI

A retelling of the author's early years in the South. It ends as he travels North at age eighteen.

B Coming of Age in Mississippi. Anne Moddy. Dial Press, Inc. 1968.
MOO

The autobiography of a young girl growing up in Mississippi, from childhood through college.

j 811 A Street In Bronzeville. Gwendolyn Brooks. Harper and Rowe. 1945.
B

Poems which convey with great success the authentic flavor of Negro community life in Chicago.

The Black American Writer Volume I: Fiction. and Volume II: Poetry and Drama. Penguin Books, Inc. 1971.

A two-volume study of the black American writers that examines the achievements of some and analyzes the difficulties facing the black writer. Attempts to clarify the function of black writing. Teacher reference.

F Jubilee. Margaret Walker. Houghton Mifflin Company, Boston. 1966.
WAL

The story chronicles the Civil War and early Reconstruction years through the eyes of its heroine, who grew up as a slave on the plantation of her white father. Based on the life of the author's great-grandmother.

812 The Great White Hope. Howard Sackler. Dial Press. 1968.
S

Winner of 1968 Pulitzer Prize for Drama. Based on the career of Jack Johnson the first Negro heavyweight to win the world's championship in 1908.

365.6 Soledad Brother: The Prison Letters of George Jackson. Coward-McCann. 1970.
J

Composed of letters written by Jackson from prison, to his mother, father, Angela Davis and attorney. Similar to the Autobiography of Malcolm X. For mature readers.

301.45
S

The Education fo a WASP. Lois M. Stalvey. William Morrow and Company. 1970.

A true account of a WASP housewife and her family who discover by chance the anguish of discrimination.

301.45
N

Many Thousand Gone. Charles H. Nicholas. Indiana University Press. 1963.

The ex-slave's account of their bondage and freedom. Sources used are selected from slave biographies and autobiographies published between 1760-1865.

REF
016.810
S

Negro Literature for High School Students. Barbara Dodds. National Council of Teachers of English. 1968.

A short historical survey of Negro writers, reviews of novels, and biographies and suggestions on how these might be used. Teacher reference.

301.451
K

Where Do We Go From Here: Chaos or Community. Martin L. King, Jr. Harper and Rowe. 1967.

An indictment of the entire Black Power movement by a civil rights leader who stressed the importance of the nonviolent approach.

APPENDIX E

ESEA TITLE III
TOLEDO PUBLIC SCHOOLS
MANHATTAN BLVD. AND ELM ST.
TOLEDO, OHIO 43608

Afro-American Resource Center NEWS LETTER

Vol. II No. 3 February, 1973

BIOGRAPHY ILLUMINATES THE BLACK EXPERIENCE

During the spring of 1973 Rutgers University will hold a festival dedicated to Paul Robeson who was born on April 9, 1898. It seems appropriate to dedicate this February issue of the Afro-American Resource Center Newsletter to the same personage since he embodied in one person the many facets of the Black Man in America.

He represented Blacks in education as a Phi Beta Kappa graduate of Rutgers in 1918 who obtained a law degree from Columbia University in 1923. As an athlete, he was voted an all-American football player at Rutgers for two consecutive years and received numerous offers to turn professional. Although he could have pursued either of these careers, he chose to become one of the greatest actor-singers on the American stage and screen. Between presenting concerts all over the world, he appeared in such plays as Emperor Jones, Othello, Show Boat and Porgy.

One would assume that such achievements would fulfill any man's life; however, there was another aspect to Paul Robeson which makes this dedication so appropriate. Mr. Robeson was an avid supporter of basic human rights for all men. Active in many early civil rights groups, he raised money to support major projects devoted to human rights and donated much of his personal time and income to this ideal. Although he was discredited by many during the 1930's and 1940's, his principles have now been proved to be more consistent with human dignity.

In this month officially dedicated to Human Relations and in the weeks devoted to Negro History and to Brotherhood, what better symbol could one view than this man? Although his personal abilities would have permitted him to enjoy a "safe" life, he cast himself with the people and tried to make all men "safe".

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HIGH SCHOOL

Who is Paul Robeson? Make a random survey among your students and colleagues using the forementioned question. Their replies may be fairly predictable. "Paul who....? Oh, Robeson the singer." Some may even remember he was an actor. Few, if any, will know Paul Robeson the athlete, lawyer, scholar and cultural leader. One would think even the "Negro History" of minute dates and events, "first every done by a Negro", would tend to make Americans more aware of a man named Paul Robeson, Sr.

Paul Robeson's thinking was an independent as his singing was superb. He faced rejection by uncomprehending whites and blacks because of his political affiliations. George Schuyler, a black millionaire, refers to Robeson as the "....darling of the Reds.... There was something ironic about that, for I can think of no one who received more favors from the hands of the rich and powerful despite mediocre talents, as any capable and honest music or drama critic would admit." (Black and Conservative, p. 281) Unfortunately Robeson's leftist political affiliations received more publicity in America than his artistic career.

The social insults he received would have proved unbearable for even the most patriotic American. Richard Bardoff (The Negro Vanguard) reveals, "when an artist who has been widly applauded in every major country of the world can, fresh from an ovation at Carnegie Hall, be relegated to the freight elevator at a hotel, or refused a glass of water to wash down an aspirin in a Times Square drug store, the instinct to rebel is stronger than in a humble domestic." (page 386)

Early in 1940, Paul Robeson was among the top 10 concert singers in America. He refused to submit to discriminations (segregated audiences), but his bookings were so full that he did not feel the loss of the Southern audiences. During the same period the "silent rules" decreed that black performers on radio could not be introduced or referred to as Mr., Mrs., or Miss. Bing Crosby boldly defied the tradition in 1942 by presenting the celebrated baritone as Mr. Robeson.

During our observance of Negro History Week, a study of the varied career of Paul Robeson will show that he stood and fought for social justice. Unlike too many artists and singers, who stay as far from blacks as possible once they have attained a measure of success, Robeson attempted to keep in close touch with his people, sharing their aspirations to achieve.

BOOKS

The Negro Vanguard. Richard Bardolph. Vintage Company. 1959.

The Crisis of the Negro Intellectual. Harold Cruse. William Morrow Company. 1967.

A Biographical History of Blacks in America Since 1528. Edgar A. Toppin. David McKay Company. 1971.

Black Magic: A Pictorial History of the Negro In American Entertainment. L. Hughes and M. Meltzer. Prentice-Hall. 1970.

The Negro In The American Theatre. Edith Isaacs. McGrath Publishing Company. 1968.

Black and Conservative. George Schuyler. Arlington House. 1966.

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JUNIOR HIGH

After examining briefly the complex life of Paul Robeson, one is struck by the fascinating history that lies buried in the life stories of the great men and women whose experiences have dotted the American Scene. Involve a student in the life and times of another person and he or she will learn history by getting the feeling of the total enviornment that helped to shape that person. If the biography is explicit and articulate it will probably have special value also in the area of language arts.

The following is a brief list of influential Americans whose lives have helped to change the history of the United States in one way or another:

Gwendolyn Brooks - Contemporary poet and winner of the Pulitizer Prize.

Lewis Latimer - Son of fugitive slaves who became one of the creators of the electrical industry.

Robert Smalls - A former slave who commandeered a Confederate ship and later became the captain of a Yankee ship during the Civil War.

Mary McCleod Bethune - Fought up from poverty for education for herself and later for other black children all the way to the White House.

Gordon Parks - Photographer, writer, director of movies including "Shaft".

Yvonne Braithwaite - Congresswoman from California.

Nat Turner - Revolutionary who lead a slave revolution in Southampton County, Virginia.

Frederick Douglass - Fugitive slave who became a great orator for human rights and dignity.

W.E.B. DuBois - Intellectual who organized the Niagra Movement, out of which grew the N.A.A.C.P.

Marcus Garvey - Leader who appealed to the black citizen to give up the struggle for freedom in the United States and relocate in Africa.

Walter F. White - Helped to organize a group of lawyers who would lobby and try cases in Washington attacking "Jim Crow".

BOOKS

Negroes In The Early West. Olive Burt. Simon. 1969.

Soldiers In The Civil Rights War. Janet Stevenson. Reilly & Lee. 1971.

Black Courage. A.E. Schraff. Macrae Smith Company. 1969.

Young and Black in America. Rae Alexander. Random House. 1970. One copy in each school library.

Walk the World's Rim. Betty Baker. Harper Row. 1965. Story of Spanish explorers in the 16th Century.

Follow the Free Wind. Leigh Brackett. McGraw-Hill. 1970. Fictionalized biography of Jim Beckworth, western explorer.

Check Afro-American Curriculum Office bibliography in your library, or at the Curriculum Office.

MAGAZINES

Saturday Review of the Arts. February, 1973. Transcending Racist Trash: A Legacy of the First Black Movie Stars". Donald Bogle. Page 25.

Short biographies about Stepin Fetchit, Bill Robinson, Hattie McDaniel and Paul Robeson.

FILMSTRIPS

The Revolutionary Period, 1770-1790.
Little known people of various races and nationalities who worked to win the United States independence.

Many and varied filmstrips on individuals.

FILMS

Black Men and Iron Horses. Arno Press. 1969. 18 minutes.
Black inventors and others who contributed to industrialization.

Harriet Tubman and the Underground Railroad. McGraw-Hill. 1963. 54 minutes.
Commercial motion picture type movie on the life of Harriet Tubman.

George Washington Carver. Bailey Films. 1967. 11 minutes.
Uses clips of movies of the period.

The Hurdler. New York Times. 1969. 15 minutes.
Story of Dr. Charles Drew.

Lady In The Lincoln Memorial. Arno Press. 1970. 28 minutes.
Story of Marian Anderson.

Langston Hughes. Carousel. 22 minutes.
Review of his life and works.

Peary and Henson: North To the Pole. McGraw-Hill. 15 minutes.
Expedition to Arctic.

W. C. Handy. 14 minutes.

VISUALS

Portal Study Graphics. Afro-American Series. Includes Drew, Douglas, King, Davis, Marshall, Washington, Carver.

Afro-American Portfolios. Afro-Am Publishers.
Twenty-four notable black Americans.

Black Americans, Yesterday and Today. David C. Cook. Teacher's Guide.

Notable Black Americans. Buckingham Learning Corp.
Sixteen pictures with captions.

Contemporary Black Biographies. Instructo Corp.
Thirty-two contemporary black personalities with booklet.

Famous Black Americans. Audio-Visual Enterprises.
Thirty-six study prints with biographical caption.

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ELEMENTARY

February is Brotherhood Month. The concept of "Brotherhood" has roots in our Judaic-Christian heritage and is expressed in the "equality" emphasized in our nation's founding documents. It is a dream difficult to attain, especially in a society which is also based on competitive ideals and status by material acquisition. Most Americans live with both of these ideals (brotherhood and competition) and rarely see them as conflicting.

In reality when an American faces a situation in which he can respond in a brotherly way or in a competitive way, it seems that in too many cases competition is the value most dominant. For example, if two people of fairly equal ability are in line for a job promotion, does "brotherhood" have any influence on the attitude of each toward the higher paid job. How many individuals would consider the other person's need for additional funds because of family illness as a serious criteria for giving the promotion to the other person?

The same kind of conflict arises in so many everyday situations. It is a competition to get to the one remaining seat on the bus or the favored parking space. Old age or poor health are not considerations, just "who got there first". In place of "brotherhood" it seems that we operate more and more on the principle "after me, you come first" and "might makes right". It is no longer an American ideal just to "keep up with the Joneses", often it is "get ahead of the Joneses".

It is a joy to witness situations in which "Brotherliness" has been a motivation for behavior, and we need to find ways to bring this kind of consideration back into human interaction. Classroom teachers are seldom aware of the ways in which they teach and reinforce children's behavior. We teach values even when we think we are avoiding that sensitive area. It might be a good idea for each of us to evaluate our influence toward brotherhood or competition among the students with whom we deal.

The school grading system is by its very nature competitive but do we balance this among the students by a deep respect (brotherliness) for each person in the school-faculty and students? Do we value the student with the highest grades as our "best" student or do we really acknowledge and appreciate the less competitive child? Do we acknowledge and reward "brotherly" behavior in the classroom, gym, lunchroom and playground? We will never see true brotherhood for all, regardless of race, creed, or station in life until it again becomes a basis for relationships among family members, classmates, and peers.

FILMS

Me Too?
What If?
Getting Even.
Getting Along.
Encyclopaedia Britannica. 1969. 4 minutes each. color.

Short open-ended films with interpersonal relations as basic theme. Grades 1-4.

Reach Out. Trend Films. 1971. 10 minutes. color.

Explores theme of multi-racial acceptance of others. Grades 3-6.

Values: The Right Thing To Do. Bailey Films. 1970. 9 minutes.

Presents a story which raises the question, should we do what we think is right even if we might get into trouble. Grades 2-5.

William: From Georgia to Harlem. Learning Corporation of America. 1971. 20 minutes.

Troubles of a rural child adjusting to city life. Grades 4-8.

The Hat: Is This War Necessary? McGraw-Hill. 1965. 18 minutes. color.

Animated film which shows two men involved with each other and their countries' boundaries. Grades 3-12.

FILMSTRIPS

Values In Action. Holt, Rinehart & Winston.

Nine open-ended filmstrips with records depicting problem situations for elementary children. Ex-destruction of property, cliquing, fighting, prejudice, etc. Grades 4-6

Guidance Associates Series. 1970.

Five open-ended filmstrip sets with records on important intergroup relations such as acceptance of differences, poor communication, fear, etc.

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NOTES FROM THE RESOURCE CENTER

In 1970 the book, Sounder, won the John Newbery Medal Award from the American Library Association for the most distinguished contribution to children's literature for the year. Sounder, however, like Huckleberry Finn and Oliver Twist is a book for all ages of readers.

Sounder is the story of a black family of sharecroppers living in the south during the depression era, and of the young son's awakening by a teacher to a desire for a better life through education.

Robert Radnitz has made Sounder into a movie----a general audience movie----with a cast including Kevin Hooks, Cicely Tyson, and Paul Winfield.

The Afro-American Resource Center has obtained a group of teacher's guides to this movie for use in the classroom with teaching suggestions and activities. Teachers may borrow one of these guides for two weeks by calling the Resource Center and having it sent out through inter-school mail.

ESEA TITLE III
TOLEDO PUBLIC SCHOOLS
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Afro-American Resource Center NEWS LETTER

February, 1972

BLACK LEADERSHIP IN AMERICA
Overview

Leadership (the quality of leading, the act of leading or the ability to lead) by its varied nature can cause many problems for one wishing to discuss this phenomenon in our society, and especially so when the qualifying adjective "black" is placed before it. The primary complication revolves around what approach to use in the discussion.

For example, will a mere chronological format suffice, beginning with Estevanico around 1527 and ending with Mrs. Shirley Chisholm in 1972? Or should one discuss the institution or field of endeavor in which the person led, as Countee Cullen did in literature and George Washington Carver in science? Or is black leadership determined by the make-up and power of the followers, i.e. must they be all white or black or mixed? Finally, must the black leader have attained a certain degree of fame like Marian Anderson in music or can he be the black minister who successfully assists his small congregation in community efforts?

Although all the above mentioned categories are possible, there is one overriding bond among black leaders from the beginning of this country——the quest for equality among all peoples and their acceptance on the basis of their competence in whatsoever area of endeavor. In former writings we have spoken of black participation in different aspects of this country's past and present evolvement. It should hardly need stating that black leaders have functioned in every area, in every way and in every time that blacks have participated.

Therefore, teachers should decide on at least one approach (or preferably all of them) and bring the information into their classrooms. This implementation need not be out of proportion to the importance of the people; but red, black, white, brown and yellow students must see that this country is multi-ethnic and multi-racial and that *all* groups to some degree have contributed leaders for the common endeavor of building a democratic nation.

Reference:

For specific teacher reference books on black leaders in different areas, refer to the section *Notes From the Resource Center* of this *Newsletter*.

HIGH SCHOOL

The Long Quest - "What are we going to do about these white folks?" John Oliver Killens asked. "How are we going to integrate them into our New World of Humanity? This is the enormous Black Man's Burden today." Martin Luther King upon receiving the Nobel Peace Prize in 1964 said "....this mighty army of love and I am sure that the entire world now looks to the Negro in America for leadership in the whole task of building a world without want, without hate and where all men live together in shared opportunity and brotherhood." Five days later King was sitting in jail, probably asking himself, "Can the white man become a soul brother?" Marcus Garvey and Le Roi Jones believe not. James Baldwin and John Oliver Killens are skeptical.

Every single black leader, since the middle of the 19th century, who really knew what power is, has been killed, imprisoned or exiled. The minute M.L. King attacked the Viet Nam War and talked of uniting poor whites and blacks, he became a threat. The non-violent technique was impractical and obsolete in view of such virulent racial treachery. But Afro-Americans needed it to propell them to this point in time.

The black freedom movement is like a symphony orchestra without a permanent leader whose orchestration has changed to a mounting crescendo of chaotic confrontations with substitute "conductors". The assassination of Malcolm X and King produced a dramatic Allegro full of strife and dissonance. Both took their turn at the podium to set the world on fire. King's "symphonic" expression symbolized the quest of black Americans for their rightful place in the society.

Malcolm X's overture to "self defense" marked him as a product of a racist society. Malcolm X was a very complex person whose life made a simple statement. His life says to young non-whites, you too can come out of the mire and rise to international leadership. He had the greatest leadership potential of any person to emerge directly from the proletariat in this century. In another time and under different circumstances he might have been a king....and a good one. He might have made a nation and he might have destroyed one. His spirit will rise again, because the perpetuation of the ghetto which spawned him will not let non-whites forget.

The point here is that different types of leaders are called forth by different types of situations. The voices of American black and non-white leaders are still being heard today. The voices are sometimes respectable and refined. But sometimes they are bellicose and a little frightening to those Americans who feel the world is right; just as it has been for more than 300 years.

References:

The Long Quest. Silhouettes In Courage. 1970. L.P. Recording. Time: 21:08. The Sixth Symphony symbolizes the quest of Afro-Americans for their rightful place in the society.

Films:

Martin L. King, Jr. Journal Films. 16mm. 27 minutes.

Filmstrips With Records:

The Search for Black Identity: Malcolm X. Guidance Associates.

The Search for Black Identity: M.L. King. Guidance Associates.

Rush Toward Freedom. "Will It End?". Warren Schloat.

Books:

The Negro Almanac. Harry Ploski. Bellweather Publishing Company. 1967.
A reference book on black Americans.

Black Profiles. George Metcalf. McGraw-Hill. 1970.
Short biographies that rely on primary and secondary sources to compile brief lives and purposes of each individual. M.L. King, W.E. DuBois, Roy Wilkins, Jackie Robinson, Harriet Tubman, Medgar Evers, and Eldridge Cleaver.

JUNIOR HIGH

In the era of the anti-hero the task of teaching about black leadership is difficult at best. The question certainly is not where to find information but rather how to make readily available materials meaningful. We must be able to answer the questions asked by the thoughtful students of today of all backgrounds. "Why are you parading black leaders, they aren't in the books; so why study them?" or "My father says King was a communist agitator".

Perhaps one method is to deal with the characteristics of leadership in general rather than with each specific leader. What are these elusive "qualities" to which we allude? Of course there is no simple answer to this query; however, the students can provide initial input in discussing the characteristics of gang leaders, classroom leaders, church leaders, etc. in their own experience.

What qualities can be considered necessary for leadership? Are different qualities necessary for different types, such as political leadership, religious leadership, gang leadership? Where do the elements of charisma, time and circumstance enter into the picture.

When we apply our criteria for leadership, does the particular person under consideration measure up? In other words do Frederick Douglass, Michael Cross (Toledo Black Panther), Harriet Tubman, Shirley Chisholm, Martin L. King, H. Rap Brown, etc. possess these leadership qualities? Are there degrees of leadership? Can we say one either is or is not a leader?

Another procedure is the case study method. For instance, what characteristic does Harold Garner (Toledo City Council) have that would qualify him as a leader? Do other leaders we respect and have read about share similar qualities?

When using the case study approach one can discuss how it is that men seemingly as different as Ralph Bunche and Malcolm X or Thurgood Marshall and Nat Turner can be considered black leaders. Each of these men represents a different approach in attaining the same general goal—that of leading his people to freedom and equality.

As we study these various leaders we need not segregate them. Leaders are leaders. It is a fact, however, that traditional studies have tended to be biased in favor of the Anglo-Saxon majority; therefore, we are obligated to mention the group to which the example case belongs at some point in the discussion.

References:

Refer to Notes From the Resource Center and the Senior High and Elementary bibliographies from the copy of this month's newsletter.

Leadership In American Society: A Study of Black Leadership. Allyn & Bacon. 1969. With teacher guide.
Sociological study of leadership using black leaders and black organizations as cases in point.

Student References:

The Afro-American In The United States History. DaSilva. Globe. 1969. Chapter 38. "Afro-Americans in Politics".

Pioneers In Protest. Lerone Bennett. Johnson Publishing Company. 1968.
Short biographies into the lives of freedom fighters, 1770-1970.

Long Black Schooner. Emma Gilders Sterne. Follot. 1953.
Novel about the escape of an African prince from slavers.

Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Period. Lavinia Dobler & Edgar A. Toppin. Doubleday & Company. 1965.
Peter Salem, Jean Baptiste DeSable, Phillis Wheatley, Banneker, Cuffe.

The Spy, the Lady, the Captain and the Colonel. Stiller. Scholastic. 1970.
Short biographies, fifth grade reading level.

Young and Black in America. Roe Alexander. Random House. 1970.
Interesting biographies of Frederick Douglass, Richard Wright, Daisy Bates, Malcolm X, Jimmy Brown, etc.

Filmstrips:

Political Power: Black Political Power. Doubleday & Company.

The Search for Black Identity: Malcolm X. Guidance Associates.

The Search for Black Identity: M.L. King. Guidance Associates.

Civil War Generals. Modern Learning Aids.

Nat Turner. Modern Learning Aids.

They Have Overcome. Warren Schloat.

See Senior High and Elementary sections.

ELEMENTARY

There is little doubt that K-6 teachers in "black" schools have been and will be giving an emphasis in their classes to leaders who are black. Encouragingly, there are now many more books, posters, filmstrips, and even a few movies directed to this area for students in grades 3-4-5-6. Materials about famous black people are not as plentiful on the K-2 grade levels.

However, elementary teachers in predominantly "white" schools may not see the relevance of including black leaders in their regular classroom work. Justification for an absence of stress on black leadership could be: 1) their students are non-black, 2) the story of black Americans is complicated and a "heavy", sometimes distasteful, topic.

Yet many people say this benign neglect of "black" among our white school population is one of the basic reasons for the misunderstandings and tensions between black and white adults in our country today.

White children grow up feeling comfortable and accepting of the fact that white leadership and white competence are all around them. They may also be as accepting and comfortable with black public figures or newsmakers as long as they are within the sports, or entertainment field. White adults often think they are very tolerant, open-minded people because they enjoy Flip Wilson or appreciate Bill Russell.

So, too, many "sheltered" white children never come in contact with black people until their late teens or adulthood. Then in the areas of higher education, employment, or health services, the white person has to deal with his own surprise even distrust and fears of black intelligence, honesty, competence. Black law enforcement officers, black doctors, black child care aids, black social workers, black judges, black supervisors on the job may evoke so great an uneasiness in such a white person that he does not respond honestly and comfortably to the black person. In other words white people often respond to a black person's skin color rather than to him or her as a person.

For this reason it is very important for young white students, especially those who have no contact with black teachers, or black neighborhood friends to be given a chance to know and appreciate black people as people rather than as black.

Books:

A Weed Is A Flower: The Life of G.W. Carver. Brandenburg Aliki. Prentice-Hall. 1965. Grades 2-5.

Martin Luther King, Jr. - A Picture Story. Margaret Boone Jones. Children's Press. 1968. Grades K-3.
In all school libraries from Afro-American Resource Center.

Malcolm X. Arnold Adoff. Crowell. 1970. Grades 2-5.
In all school libraries from Afro-American Resource Center.

The Picture Life of Thurgood Marshall. Margaret Young. Watts. 1971. Grades 2-4.

Booker T. Washington. William Wise. Putnam. 1968. Grades 1-4.

Proudly We Hail. Vashti Brown. Houghton-Mifflin. 1968. Grades 4-8.
Past and present blacks who have helped to shape America.

Afro-American Contributors to American Life. John Franco. Benefic Press. 1970. Grades 4-8.
Twenty famous black Americans with separate readings on 2nd, 4th, and 6th grade levels.

For All People. Frances Humphreville. Houghton-Mifflin. 1968. Grades 4-7.
Biography of Frederick Douglass.

Matthew Henson: Arctic Hero. Sheldon Repley. Houghton-Mifflin. 1966. Grades 4-7.

Meet Martin Luther King, Jr. James DeKay. Random House. 1969. Grades 3-6.

March Toward Freedom: Story of A. Philip Randolph. Barbara Greenleaf. Grosset and Dunlap. 1971. Grades 4-7.

Captain of the Planter. Dorothy Sterling. Doubleday. 1958. Grades 5-8.
Biography of Robert Small.

Filmstrips:

Benjamin Banneker (1731-1806). Free black man of colonial period. Mathematician, inventor, city planner of Washington, D. C.

Mary McLeod Bethune (1875-1955). Child of poverty who grew up to fight for education for herself and other blacks.

Edward Brooke (1919-). First Negro U.S. Senator since Reconstruction.

Gwendolyn Brooks (1917-). Poet, winner of Pulitzer Prize.

Ralph Bunche (1904-1971). U.S. diplomat and Nobel Peace Prize Winner.

George Washington Carver (1864-1943). Scientist and pioneer in agriculture products research.

Frederick Douglass (1817-1895). Former slave, abolitionist, writer.

Charles Drew (1904-1950). Doctor who pioneered research in blood plasma.

W.E.B. DuBois (1868-1963). Scholar, Spokesman for growing frustration of blacks in early 20th century. Founder of Niagara Movement which eventually becam the N.A.A.C.P.

Matthew Henson (1867-1955). Polar explorer.

Martin Luther King, Jr. (1929-1968). International non-violent civil rights leader and Nobel Peace Prize winner.

Thurgood Marshall (1908-). Civil Rights attorney and Supreme Court Justice.

Gordon Parks (1912-). Photographer, writer, motion picture director.

A. Philip Randolph (1889-). Labor and civil rights leader.

Robert Smalls (1839-1915). Planner and navigator for key Civil War battles, U.S. Congressman.

Sojourner Truth (1797-1883). Escaped slave who became an outstanding abolitionist.

Harriet Tubman (1826-1913). Great "conductor" on the Underground Railroad.

Nat Turner (1800-1831). A slave who led one of the first major revolts against slavery in the U.S. in 1831.

Booker T. Washington (1856-1915). Pioneer in Negro Education.

Films:

Martin Luther King. 323.1-7. 29 minutes. Grades 4-12.

Harriet Tubman and the Underground Railroad. 973.6-2. 54 minutes. Grades 4-12.

Visuals:

Black America - Yesterday and Today. David C. Cook. 1969.
Bulletin board pictures of famous black people or historic events. One set of these has been provided to each school library by the Afro-American Resource Center.

NOTES FROM THE RESOURCE CENTER

There is a vast amount of varied reading available on black men and women who have contributed significantly to our American society's growth. This literature ranges from concise statistical information, to documented biographies, and on to the rich and personal autobiographies many black Americans have written.

General reference books such as Ploski's Negro Almanac, Davis' American Negro Reference Book, and Ebony's Negro Handbook provide quick access to concise, statistical biographies. Many of the volumes in the encyclopedic sets of The Negro Heritage Library and The International Library of Negro Life and History are biographical sources in specialized areas or occupations. Among these are Negroes in Public Affairs and Government, Profiles of Negro Womanhood, Negro Americans in the Civil War, The Black Athlete, and The Negro in Music and Art.

In volumes of collective biography, information still tends to be short or limited, but is usually written in the more interesting style of narration or essay form. Black Profiles by George Metcalf contains essay biographies of thirteen modern black leaders; while Benjamin Brawley's The Negro Genius is a narrative incorporating the achievements of blacks whose rhetoric, literature, intellectual thought, or music and art have contributed to the American heritage.

There are many books in which the entire story is about the life of an individual black American. These individual biographies may be scholarly documentaries as Benjamin Quarles' Frederick Douglass; or may provide more dramatic and emotional reading as found in Leslie Alexander Lacy's Cheer the Lonesome Traveler, the life story of W.E.B. DuBois or in For Us the Living, a biography of Medgar Evers written by his wife.

Autobiographies have been the source of some of the most prolific and finest black American literature. In these stories the reader becomes aware in the most personal way of the life experiences of black men and women. Some of these autobiographies are simple, light reading as Marion Anderson provides in her My Lord, What a Morning. There are autobiographies by black authors which are recognized as significant American literature, but tend to be more complex and abrasive and are clearly adult reading. Claude Brown's Manchild in the Promised Land and The Autobiography of Malcolm X are representative of this group.

Teachers may also find feature articles on black individuals in journals and magazines. Especially good for classroom use are the pictorially illustrated articles consistently appearing in Ebony and the Negro History Bulletin.

APPENDIX F

Institute On Instructional Material Regarding The Afro-American, 1971

Participants

Lillie Anderson	Nathan Hale School
Beth Badertscher	Walbridge School
William Bearss	DeVilbiss High School
Lerline Belcher	Gunckel School
Mattie Bouyer	Whitney High School
Gerald Brandman	Scott High School
Frederick Brown	Stickney School
Margaret Brooks	Lincoln School
Joyce Brown	McTigue Junior High School
James Brzuchalski	Gunckel School
Eloise Carey	Lincoln School
Anne Colwell	Bancroft Hills School
Gloria Komives	Libbey High School
Vera Cready	Feilbach School
Shirley Dooms	Robinson Junior High School
Blanche Edelman	Luella Cummings School
Juelene Farley	Gunckel School
Sharon Frankel	McTigue Junior High School
Sally Duncan	King School
Gertrude Green	Stewart School
Annette Greenfield	Burroughs School
Thomas Guitteau	Rogers High School
Harriet Harris	Pickett School
Terry Heiney	Robinson Junior High School
George Hicks	Sherman School
Brenda Hill	Pickett School
Anne Johnson	Pickett School
Jacqueline Knepper	Day School For Girls
Edith Lapish	East Side Central
Mattie Lett	Glenwood School
Stan Lewandowski	Fulton School
Desdemona Mathis	Stewart School
Jane Matney	Scott High School
Leona Michalkiewicz	Nathan Hale School
Mary Moreland	Fulton School
Joanne Morgenstern	Hawkins School
Bobbyette Newborn	Pickett School
Gloria Pitts	Walbridge School
Sandra Lae Poland	Spring School
Hilda Rayford	Sherman School
Janet Reuter	Marshall School
Jon Richardson	Scott High School
Terrence Riek	Birmingham School
Charliemae Rose	Ryder School
Edward Rutherford	Oakdale School
Robert Selvey	Scott High School
Jane Shinavar	Fall-Meyer School
Donald Standish	Lincoln School
Kathleen Stone	Whitney High School

Catherine Sutfield	Pickett School
Dennis Thayer	Libbey High School
Pearl Todd	Heatherdowns School
Marvin Traver	Woodward High School
Nedra Watson	Lincoln School
Daniel White	Jones Junior High School
Owean Williams	Martin School
Doristene Woods	Point Place School
Sheila Woods	Pickett School
Lucretia Wright	Scott High School
Laurie Barron	Fulton School
Claudia Cooper	Scott High School
Maxine Rice	Washington School
Sister Mary David	Cardinal Stritch High School
Sister Joan of Arc Distel	Rosary Cathedral
Sister Mary Claudia Holtz	St. Teresa School
Sister Mary Keith Hutchison	St. Mary's School
Sister M. Janeen Sobczak	Cardinal Stritch High School
Miss Dyann Romay	St. Hedwig's School
William Blackwell	DeVilbiss High School
Barbara Braun	Glendale School
Mildred Clark	Pickett School
Annie Clifton	Ottawa River School
Alice Cole	Lincoln School
Linda Coleman	Glenwood
Joan Doneghy	Pickett School
Dennis Dreher	Robinson Junior High School
Robert Geis	Woodward High School
Ella Mae Green	Stewart School
Sarah Harris	Sherman School
Monna Hay	Arlington School
Delphine Howard	Garfield School
Linda Langendorfer	Elmhurst School
Lois Markwood	Arlington School
Betty Miller	Larchmont School
Beatrice McDonald	Lincoln School
Rosie Payne	Warren School
John Sharp	Whittier School
Donna Sheline	Whittier School
Mattie Sommerville	Glenwood School
Thaddeus Szelagowski	Woodward High School
Willie Tucker	Spencer Sharples High School
Norton Weisberg	McKinley School
William Wells	Lincoln School

Institute On Instructional Material Regarding The Afro-American, 1972

Participants

Ruthanna Adams	Adult Education
Opal Bacon	Pickett School
Larry Baden	Woodward High School
Nancy Brown	Waite High School
Diane Burkhardt	Libbey High School
Ellin Caldwell	Lagrange School
Susan Cameron	Whitmer High School
Sister M. Carmel	Regina Coeli School
Carolyn Caselton	St. Ann School
Mary Cashman	Chase
Sister Mary Clarisena	McAuley High School
William Curry	Nathan Hale School
Anna Rose Darr	Hawkins School
Carol DelGrosso	Libbey High School
Clarabelle DuShane	Martin School
Patricia Dysert	St. Agnes
Marcia Ann Fehlen	Clay High School
Denise Gable	St. Ann School
Dora Ganoom	Monac School
Elizabeth Gate	Glenwood School
LeMaxie Glover	Scott High School
Catherine Greebe	McKinley School
Brenda Hannan	Waite High School
John Heizelman, Jr.	St. Clement School
Brenda Henry	St. Ann School
John Henshaw, Jr.	Harvard School
Nancy Hillis	Whitney High School
Carol Hoffman	Union School
Sister Catherine Jacob	Ursuline School
Mattie Jones	Spencer Sharples School
Lura Kenney	Wayne Trail School
Janice Krause	Wayne Trail School
Winifred Lloyd	Glendale School
Nancy Michael	Crittenton School
Mary Morgillo	Good Shepherd School
Harry Mosby	Cherry School
LaTrelle Peterson	Fulton School
Jeanene Pifer	Garfield School
Mary Eva Powe	Gunckel School
Marguerite Ray	Clay High School
Vern Reichmanis	Parkland School
Roger Rice	Glenwood School
Elizabeth Roehrs	Glendale School
Mary Lou Roush	Monac School
Carolyn Rozko	Union School
Dorothy Schwanbeck	Birmingham School
Shirley Sebree	East Side Central School
Michael Skaff	Gunckel School
Mildred Sorensen	Sherman School

Cheryl Toepfer	Whittier School
Evangeline Urwin	Mt. Vernon School
Joyce VanTassel	Bowsher High School
Mariellen Vorderburg	Point Place Junior High School
Shirley Walker	Washington School
Karen Willoughby	Walbridge School
Melvin Wormely	Pickett School
Sister Judith Yonke	Immaculate Conception
Connie Woods	Fairfield School
Esther McPherson	Riverside School
Eileen Burch	Longfellow School
Viola Nix	Fall-Meyer School
Billie Jean Madison	Robinson Junior High School
Lawrence Shoto	Spencer Sharples
Esterine Rice	Stewart School
Margaret Salmon	Gunckel School
Mary Bell	Ryder School
Marion Stokes Billups	Nathan Hale School
Rose Bonhart	St. Mary's School
Leola Coles	Fulton School
Anne Corbett	Hopewell School
Sister Ann Dalton	St. Vincent de Paul School
Brenda Diemer	King School
Martha Evans	Glenwood School
Bette Johnson	McAuley High School
Mary Kasper	St. Patrick of Heatherdowns School
Geraldine Kaczmarek	Scott High School
Ninette Kerstetter	Hamilton School
Elaine Leech	Bowsher High School
Dorothy Mangieri	Rogers High School
Laurina Morrison	Bowsher High School
Ethel Newson	Sherman School
Myrtis Owens	Warren School
Mildred Pack	Spencer Sharples High School
Ednah Page	Lincoln School
Margaret Reiter	Crossgates School
Richard Sandys	Bowsher Junior High School
Lilly Szyskowski	Fulton School
Berniece Williams	Patterson School
Peggy Wills	Lincoln School
Sister Mary Young	St. Mary's School

APPENDIX G

EVALUATION OF THE AFRO-AMERICAN CURRICULUM OFFICE

MARCH 29-30, 1971

The Staff of the Afro-American Curriculum Office is to be commended for its operational organization which has been accomplished so well within a short period of time. Services are being performed for a variety of clients by competent personnel working together. Accountability factors are being considered as the program develops, and some attention has been given to each of the major objectives established for the project.

FACILITIES

Located in the central office building of the Toledo Public Schools, the curriculum office is readily accessible for the persons who are expected to be its clients, namely, teachers and community. It is hoped that as the center matures and more persons avail themselves of its services, a small conference area separated from the offices can be developed and students encouraged to use its resources.

LIBRARY

The library, in its infancy, is beginning to show evidence of a valuable resource. It contains reference materials, textbooks, and numerous titles representing fiction and non-fiction in the area of the Afro-American presence. Most of the acquisitions appear to be supportive of the social studies. Attention needs to be directed toward the areas of contributions in literature, art and music.

As the center and its use grow, decisions about the purchase of multiple copies of titles will need to be made. This specialized library could serve as a representative model. A discreet list of books for students and one for faculty use could be developed and sent to each school librarian. Over a period of one or two years these titles could be purchased by the individual schools to supplement their school library material.

Consideration needs to be given to criteria for selection of books, especially those which are considered controversial. The screening process should be compatible with such processes already in existence in the various subject disciplines within the Toledo Public Schools.

The library is concerned with media beyond the printed work. Circulation of audio-visual acquisitions indicates that a need is being met.

CURRICULUM

Some curriculum units are ready in tentative form. Pilot schools are identified. Demonstration lessons have been presented. Supplementary materials have been reviewed and are distributed upon request. However, most of the emphasis has been in the area of social studies. Attention must be given to other areas as well.

The work in the pilot schools needs to be more carefully delineated. At elementary it is suggested that they be used to try out Afro-American related material with the new textbook adoption. The junior high school pilot classes could work with selected sets of books which would provide the Afro-American balance for the conventional American history course.

A new course on Cultural Anthropology might be introduced at the senior high school level.

Of continuing concern is where the programs developed by this office fit into the over-all curriculum of the Toledo Public Schools. What is the role of the subject supervisors? What are curriculum priorities?

IN-SERVICE EDUCATION

One of the areas of greatest potential for the Afro-American Curriculum Office is in the area of staff development. Some steps are being taken. It is suggested that programs be prepared for administrators, particularly for those with direct responsibility for the improvement of instruction and for beginning teachers. Seminars related to the contributions of Afro-Americans to the history and culture of the United States could be offered as part of the new Staff Development Program inaugurated in the Toledo Public Schools in 1970-71. The prerequisite of such a seminar might be considered as a required part of the probationary period. A periodic newsletter describing the activities of the Afro-American Curriculum Office as well as promising instructional practices would provide still another dimension for the in-service background of staff.

The staff of the office needs to plan its program to include attendance at national meetings such as those held by the Association for the Study of Negro Life and History, the National Council for the Social Studies, and the National Council for Teachers of English. Budget items will need to be established for this purpose.

If the staff is to serve as curriculum and resource consultants within the various schools, budget items for staff travel will need to be adjusted upward.

ADMINISTRATIVE ORGANIZATION

Very little of the above program, whether in operation or as projected, can be of any lasting value unless lines of authority and responsibility are clarified. The Afro-American Curriculum Office can work toward its established goals, but will be able to effect little if any change unless a commitment is made by the Toledo Public Schools and the other schools involved that what is developed will be given strong implementation and support.

At present, there is not a clear definition of job description between the Afro-American Office and the Human Relations Office. In addition, there seems to be some question about the scope of responsibilities to be carried out by the Afro-American Curriculum Office and the offices of the Social Studies, Language Arts, Media Center, and Libraries. Clarification will make it possible for each area to work more productively.

RECOMMENDATIONS FOR CONSIDERATION

The following list represents a summary taken from the evaluation report.

1. Clarify the commitment of the school system to the program of the Afro-American Curriculum Office.
2. Clarify the lines of authority under which the office will continue to operate

3. Include increased budget items for attendance of staff at national meetings and for school-to-school travel.
4. Develop a model package of materials for suggested purchase by individual school libraries.
5. Establish a set of key priorities toward which each staff member can work.
6. Broaden emphasis beyond the social studies to priority areas in English, Art, and Music.
7. Develop materials for teacher background as well as for teaching strategies.
8. Clarify roles of subject supervisors vis-a-vis the office.
9. Encourage staff development program to include courses with Afro-American emphasis which would become part of probationary teacher's professional responsibility and background for administrators who work with the instructional program.
10. Develop a newsletter for dissemination.
11. Consider using the pilot schools to try out carefully selected experimental curriculum and materials which can then be replicated in other school situations.

Submitted by: Jean Tilford
Administrative Supervisor
Cincinnati Public Schools
April 6, 1971

APPENDIX H

AN EVALUATION PROPOSAL PLAN FOR THE AFRO-AMERICAN CURRICULUM OFFICE

by

Dean L. Meinke
I. David Glick

The University of Toledo
August 25, 1971

In order to provide timely information for decision makers within the Afro-American Curriculum Office of the Toledo Public School system, the following plan is developed and presented. The proposal is comprised of three major components. They are (1) the specification of objectives of the program as categorized into the categories of management, process and product evaluation strategies and into targets for information collection such as pupils, teachers, and community; (2) the deliniation of specified tasks to be completed during the time period of September, 1971 thru August, 1972; and (3) the time line and event chart.

Program Objectives

The supervisor of the Afro-American Curriculum Office has provided a list of objectives which have been organized according to the following readings.

1. Establish a resource center.
2. Develop curriculum materials.
3. Develop evaluation system for the appraisal of curriculum materials.
4. Institute training sessions for teachers.
5. Effect attitude change for teachers, pupils, and community members.

In the current proposal it assumed that the objective of organizing and establishing the curriculum center has in fact been accomplished. There are, however, some specific objectives under this reading which are viewed as an ongoing process and are, therefore, included with the evaluation plan.

These objectives as well as those under the remaining heading have been organized into a matrix which classifies objectives according to evaluation strategy and target populations. Sources of information are identified for each objective so specified. These can be seen in Tables 1, 2, 3, and 4. Table 1 is concerned with those objectives pertaining to students, Table 2 is concerned with objectives pertaining to teachers, Table 3 is concerned with objectives pertaining to the community, and Table 4 is concerned with objectives pertaining to professional activities.

TABLE 1

Program Objectives and Information Sources for Students

	Objective(s)	Source(s)
Management	1. Receive Ss evaluation and opinion of A/A studies curricula. 2. Monitor Ss usage of materials from A/A Resource Center.	1. Student feedback form to be developed by Evaluation Term Consul-Tants. 2. IBM checkout card system at A/A Resource Center.
Process	1. Determine practical value of continued use of materials as evaluated by students.	1. See source #1 (above) under management section.
Product	1. Inauguration of pilot studies in American History in selected groups of 5th, 7th, 8th, and 11th grade Ss.	1. Indiana Paired-Hands Test. 2. Ss anecdotal records of class activities and projects (content analysis). 3. Content-Item Examination via test developed by Evaluation Team Consul-tants and administered to a selected sample of Ss.

TABLE 2

Program Objectives and Information Sources for Teachers

	Objective(s)	Source(s)
Management	1. Revision of various Social Studies courses to include multi-ethnic approaches with A/A studies included as an integral component. 2. Coordinate curriculum and instruction development with Teacher Corps at Washington School. 3. Contact with curriculum departments so that A/A Resource Center staff can assist in evaluation for social studies and language arts curricula development and innovation. 4. Develop schedule of speakers for Afro-American Resource Center series.	1. Teacher report (feedback) form to be developed by Evaluation Team Consultants. 2. Minutes and administrative records from the Teacher Corps leadership. 3. Monthly reports from A/A Resource Center staff as submitted to Director of A/A Resource Center. 4. Director's records, memoranda, and correspondence as filed at the A/A Resource Center.
Process	1. Utilize teachers to serve in planning and implementation of curriculum modifications. 2. Assist teachers who are already attempting to incorporate A/A studies in their curricula. 3. Demonstrate units and implement lessons in Washington School (with Teacher Corps). 4. Assess practical value of continued use of materials employed by teachers.	1. Teacher feedback via memoranda, informal comments, or solicited testimony (interviews). Also, we can refer to minutes of these planning and implementation meetings. 2. A/A Resource Center staff monthly reports and teacher comments on the efficacy of this field service activity. 3. Staff reports at A/A Resource Center and dialogue with Teacher Corps staff and interns.

TABLE 2 (Continued)

	Objective(s)	Source(s)
Process (continued)	5. Conduct staff development course entitled "Black History: Then and Now". 6. Dissemination of objectives to various schools.	4. Teacher feedback forms and comments in data retrieved from summer (1971) institute. Also, teacher assembly of curriculum units and kits (summer institute, 1971). 5. Staff reports at A/A Resource Center. 6. Inference can be ascertained from attendance at summer (1971) institute, and from data developed via structured interviews with teachers and administrtors of the various schools (interview format to be developed by Evaluation Team Consultants).
Product	1. Determine availability of curriculum units and kits. 2. (Same as #1 above.) 3. Assess credibility and actuality of explicit assumptions made by teachers in the summer institute (1971).	1. Visit selected sample of teachers and poll them on the objectives. 2. Do content analysis of teachers' anecdotal records. 3. (a) Explicit assumptions section of curriculum units developed during the summer institute and on file at the A/A Resource Center Office. (b) Teacher Poll via questionnaire developed by the Evaluation Team Consultants.

TABLE 3

Program Objectives and Information Sources for the Community

	Objective(s)	Source(s)
Management	1. Coordinate center activities and efforts with those of the Human Relations Department. 2. Develop schedule of speakers for A/A Resource Center Series. 3. Contact community groups regarding attendance at speaker series.	1. Monthly report of Director of A/A Resource Center. 2. (Same as #1 above.) 3. Verify this objective through secretary at A/A Resource Center. Her records should reflect contacts that have been made. Also, staff reports should reflect meetings with community groups.
Process	1. Contact with community groups to secure ideas for implementation of total program. 2. Dissemination of program objectives to various community groups.	1. Refer to monthly reports at A/A Resource Center. 2. Document memoranda, flyers, and staff visits to various community groups.
Product	1. Knowledge about the center and its activities.	1. Interview a sample of community people who are affiliated with groups contacted by center staff members.

TABLE 4

Program Objectives and Information Sources
for Professional Activities

	Objective(s)	Source(s)
Management	1. Write to large city school systems which already instituted A/A programs. 2. Attend professional meetings on national, regional, and local levels to disseminate aims and objectives of the center.	1. Check correspondence at A/A Resource Center. 2. Monitor travel reports at A/A Resource Center.
Process	NOT	APPLICABLE
Product	NOT	APPLICABLE

Specification of Tasks

In order to accomplish the task of obtaining information for each of the objectives specified in Tables 1, 2, 3, and 4, it is essential that the following tasks be completed. These tasks can be summarized under four main headings; namely, instrument development, on site visitation, data analysis and evaluation report. In Table 5 further detail for each of these headings is detailed.

TABLE 5

Task Chart for Evaluation of Afro-American Studies Center

I. Instrument Development

- A. Questionnaire
- B. Content Test
- C. Guidelines for Content Analysis
- D. Structured Interview
  - 1. Public School Personnel
  - 2. Center Personnel
- E. Feedback Instrument for Community People

II. On Site Visits

- A. Informal Interviews with Teachers, Administrators, and Pupils
- B. Collect Samples of Units Developed
- C. Pupil Assessment of Curriculum Content (Selected Sample)
- D. Indiana Paired-Hands Test (Selected Sample)

III. Data Analysis

- A. Pre-Post Tests for Teachers of Afro-American Summer Seminar
- B. Indiana Paired Test
- C. Content Analysis of Selected Curriculum Units
- D. Content Test of Selected Sample
- E. Questionnaires
- F. Anecdotal Records
  - 1. Teachers
  - 2. Pupils
- G. Feedback Evaluation of Programs
  - 1. Teachers
  - 2. Community Members
- H. Student Feedback for Curriculum Units
- I. User Index
- J. Staff Morale of Afro-American Studies Center
- K. Service Function of the Center
  - 1. School Contact Outside Target Schools
  - 2. Community Contact Outside Target Schools

IV. Report

- A. Organization of Data
- B. Report of the Findings
- C. Recommendation

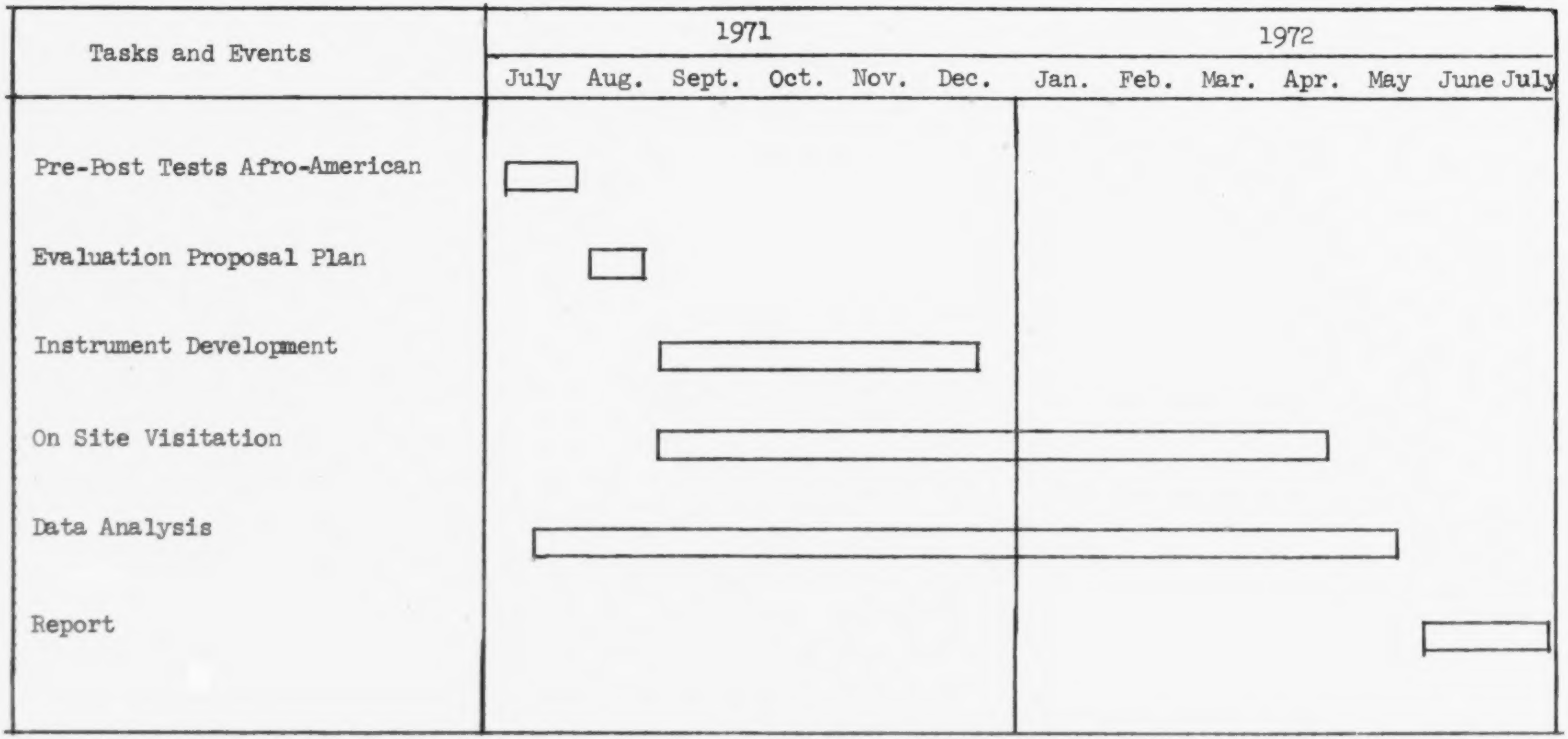
Time Line and Events Chart

Now that the specific tasks have been listed, there is one final factor to be considered. Activities must be coordinated with the factor of time. In Table 6 can be seen the beginning and termination points of time lines associated with specific activities for this evaluation effort.

Finally, in summary, it is evident that the basic objectives of the Afro-American Studies Center have been associated with specific information sources, that tasks have been specified and that events and activities have been coordinated with the time factor. The responsibility for the accomplishment of the specifications of this proposal will be jointly shared by Dean L. Meinke and I. David Glick. These persons will be assisted in their effort by a full-time graduate assistant.

TABLE 6

Tasks and Events Time Line Chart



APPENDIX I

Interim Evaluation Report

Pre and Post Test Results for Test Given
For the Afro-American
Summer Workshop

for

The Afro-American Studies Center
Toledo Public Schools
Mr. Wesley Jones, Supervisor

by

Dean L. Meinke and I. David Glick
Program Evaluators

October, 1971

Introduction

During the summer, 1971, a two week institute or workshop was initiated and sponsored by the Afro-American Studies Center of the Toledo Public Schools. In attendance were 106 classroom teachers, principals, and other administrative personnel from both public and parochial schools within the greater Toledo area.

This report will be concerned primarily with the presentation of pre and post test data collected and used as part of the total evaluation plan for the summer workshop of the Afro-American Studies Center. Specifically, the report will contain four parts, namely, instrumentation, design, results, and some projected analyses for the ultimate and final report that will be published at the end of this academic year.

Instrumentation

As part of the overall evaluation plan of the activities of the center, pre and post test measures of teacher behaviors were identified and were administered to participants in the summer workshop during July, 1971. The specific tests selected were the Study of Values, Edwards Personal Preference Schedule, Minnesota Teacher Attitude Inventory, Fundamental Interpersonal Relations Orientation, and the Watson-Glaser Critical Thinking Appraisal.

Although the evaluation plans included the FIRO-B as an instrument, this tool was not administered because its publishers had informed the evaluators that it was no longer in print. In its place a measure of the self-concept variety was substituted. This instrument uses the Q sort technique such that the subject assigns positive and negative valences to one hundred statements and then arranges the positive and negative statements into a forced distribution as he believes they are like or not like him. NOTE: The instruments selected for administration in the overall evaluation plan were systematically chosen as a representative of that collection of devices employed by Robert Strom at Ohio State University to Predict Inner City Teacher Success.

Design

A simple pre and post design was selected as most feasible for the data obtained from the selected measures of teacher characteristices. All participants in the summer institute were requested to respond to each of the selected instruments, the Study of Values, the EPPS, the MTAI, the Self-Concept measure, and the Watson-Glaser as a pre-test. In order to conserve time and to minimize possible participant aversive reaction to the re-taking of all of the pre measures as the post-tests, participants were randomly selected and assigned to the administration of the specific post-tests. There were pre and post test measures for each of the tests except the Watson-Glaser. The four sample groups selected randomly were administered the EPPS, Self-Concept, the MTAI, or the Study of Values respectively.

The Allport, Vernon, and Lindzey test-Study of Values-is a measure of the relative strength of six values that a person holds for his personality. The six values are: Theroretical, Economic, Aesthetic, Social, Political, and Religious. The results of this test can be recorded as a profile which can be compared with national norms for both males and females.

The Edwards Personal Preference Schedule provides fifteen scales relative to the person's needs as manifested by the measure of his personality. The needs are: Achievement, Intraception, Deference, Order, Exhibition, Autonomy, Affiliation, Succorance, Dominance, Abasement, Nuturance, Change, Endurance, Heterosexuality, and Agression. A variety of norm groups are available for the interpretation of the scores obtained on these scales.

The Minnesota Teacher Attitude Inventory is an instrument which was designed to measure relationships among teachers and pupils. Persons scoring high on his inventory are presumably those who understand pupils and who will work cooperatively and harmoniously with them.

The Fundamental Interpersonal Relations Orientation (FIRO-B) is a measure of one's orientation toward other persons. The specific information gained from this test includes both wanted and expressed inclusion, affection, and control.

The Watson-Glaser Critical Thinking Appraisal measures abilities that are purported to be involved in critical thinking. The five subtests of this instrumentality are: Inference, Recognition of Assumptions, Deduction, Interpretation, and Evaluation of Arguments.

Results

Although there are many other analyses possible, for purposes of this interim report the means of persons taking the pre test battery and the means of persons taking the post test battery will be reported. The mean scores that were achieved on the pre and post test scores on the Edwards

Personal Preference Schedule are displayed in Table 1. Although no mean differences between pre and post tests were calculated for this report, it is interesting to note that changes occurred for both males and females where means were higher on the post test in six instances and lower on the post test in nine instances. When the means are arranged in order from high to low for females on the pre test scores the five highest needs are change, intraception, nurturance, affiliation, and achievement, while the five lowest needs are order, succorance, agression, deference, and a tie for dominance and abasement. For males on the pre test scores the five highest needs are dominance, change, autonomy, intraception, and heterosexuality while the five lowest needs are succorance, order, deference, abasement, and exhibition. On the Edwards Personal Preference Schedule the fifteen scales are achievement (ach), deference (def), order (ord), exhibition (exh), autonomy (aut), affiliation (aff), intraception (int), succorance (suc), dominance (dom), abasement (aba), nurturance (nur), change (chg), endurance (end), heterosexuality (het), and aggression (agg). The test also has a consistency scale. There were only six cases on the pre test scores where the consistency score was low enough to doubt the validity of the test scores on the other scales. There were no consistency scores on the post test that were low enough to doubt their validity. For the self concept scores an analysis was made comparing the post test mean with the pre test mean. Using a t-test for correlated measures, the means were not significantly different. The pre test mean was 359.3 and the post test mean was 361.3. When one considers that a score of 300 or greater on this instrument indicates a positive self concept, there were positive self concepts scored by all pre test subjects except two persons. On the post test only one person did not score high enough to be included in the positive self concept range.

The means for both pre and post tests on the study of Values instrument can be seen in Table 2. The highest value indicated for both pre and post test means was the category of social. The lowest mean value for the pre test was economic and for the post test was theoretical.

On the Minnesota Teacher Attitude Inventory the mean of the pre test scores was 41.61 for a group size of 92 and the mean of the post test scores (n 31) was 34.37. These means are lower than those for experienced teachers of either 2 or 4 years training working in elementary schools of school systems having more than 21 teachers.

Projected Analyses

Inasmuchas this was an interim report all of the possible analyses were not included. Some additional analyses which need to be made are pre and post test comparisons for all scales of the Edwards Personal Preference Schedule, the Study of Values, and the Minnesota Teacher Attitude Inventory. Further breakdowns of the data could yield comparison between teaching levels or other specified categories such as enrollment of school in which various subjects teach, number of years teaching, and so on.

Another type of analysis which may prove to be fruitful would be to correlate scores on the scales of the several instruments administered. Such relationships among the respective tests may accrue insights not yet available on this first and by no means definitive assessment of the findings. Also, correlations between scores on the pre and post tests could be used to calculate test/retest reliability for some of the test instruments selected for use in this investigation.

TABLE 1

Pre and Post Test Means for Males and Females On Fifteen Scales of the Edwards Personal Preference Schedule

		ach	def	ord	exh	aut	aff	int	suc	dom	aba	nur	chg	end	het	agg
Females	Pre N=68	14.8	12.2	11.6	13.4	12.8	15.1	17.5	11.9	12.7	12.7	15.8	19.6	14.3	12.8	11.9
	Post N=25	14.4	11.6	10.6	15.0	14.5	14.9	17.8	9.0	13.3	12.4	14.6	18.2	12.7	15.9	14.6
Males	Pre N=22	15.0	11.1	10.3	13.5	15.5	14.2	15.4	9.7	18.2	12.2	14.4	15.6	14.4	15.1	14.7
	Post N-7	16.5	9.8	9.7	17.7	16.0	12.9	13.7	10.1	18.0	10.6	13.7	18.1	10.0	20.4	12.9

TABLE 2

Pre and Post Test Means for the Six Values of the Study of Values

	Theoretical	Economic	Aesthetic	Social	Political	Religious
Pre N 87	38.18	37.79	41.36	44.94	38.67	39.72
Post N 30	37.80	38.37	39.47	44.62	39.53	40.02

APPENDIX J

Second Interim Evaluation Report

for

The Afro-American Resource Center

by

Dean L. Meinke
I. David Glick

December 1, 1971

This second interim report is submitted as partial fulfillment for the overall evaluation process assigned to the authors by the Afro-American Resource Center of the Toledo Public Schools. There are six (6) components to this report: (1) status of subject math test assessment, (2) activities of field research assistant, (3) upgraded data revisions on information collected during the summer (1971) institute, (4) development and refinement of Interest Index, (5) additional sources of research data as suggested by the Director of the Afro-American Resource Center, and, (6) analysis and comments on Public Relations Materials collected and submitted by the Resource Center's Director.

The development of subject matter tests for administration to children whose teachers are introducing Afro-American studies units is proceeding in congruence with the rate and amplitude of the introduction of these units. From the total population of participants who were enrolled and took part in last summer's institute, a randomly selected sample (n=30) was obtained for follow-up assessment. The field research assistant has contacted each participant in the sample and has thus far determined that two participants have introduced Afro-American studies units. Data on these two units are being collected for codification into subject-matter tests. We have also learned from conversations between the participants in the sample and our research assistant that many, if not all, of the other twenty-eight participants intend to inaugurate these units "sometime after the Thanksgiving (and/or) Christmas holidays". The degree to which these intentions become realities will be assessed as this school year evolves, and will be included in subsequent reports.

Upgraded data (in form of t-test analyses) on last summer's institutes are included in this report as Appendix A. It is apparent that there was little or no marked shift in pre- and post-test scores on the several instruments administered during that two-week period. There are several explanations which might account for this outcome. The relatively short interval between the pre- and post-test administrations may have precluded sufficient time for attitudinal shifts to become inculcated to wit that potential score differences were sublimated. Also, there may have been a genuine holding of positions to which the institute was either already complementary or insufficiently powerful to modify. It is of some interest to note that in all cases but one, self-concept scores indicated personal strength and statement of positive image(s). As a footnote to the upgraded data information, it must be noted that these data would not have been retrieved at this time had we not been able to secure the services of an additional research assistant. This factor connotes the amplitude and intensity of the evaluation procedures, processes, and products called for in the existing contractual agreements.

One of the promises made to participants during the summer institute has been fulfilled. Namely, all participants who completed test instruments have been informed of their respective scores and a letter enclosing tables of norm groups was included to facilitate the interpretation of individual scores.

During the past several months, there was evolved some concern as to whether data collected at special workshops held under the auspices of the Afro-American Resource Center were sufficient for subsequent revisions or modification of these programs. An alternate form for collecting data at these types of settings was generated by the evaluation team. It is included in Appendix B. After consultation with the Director of the center, and after a trial run of the instrument at a recent workshop, further revisions were forthcoming.

In consultation with the Director of the Afro-American Resource Center, it was learned that the Director would like to have data retrieved and evaluated from several sources not heretofore suggested in any prior conversations. The recently selected secondary schools and the original pilot schools have been suggested as data sites. It appears that these sources need to be tapped, and the evaluation team has accepted this additional responsibility. The matrix for data collection and evaluation will be drafted and submitted for discussion and assessment at the earliest possible opportunity.

Summary

Implementation of curriculum units by members of the randomly pooled sample from last summer's institute is slower than might be hoped for------ possibly the timing of these implementations is critical in the plans of the several teachers. Field interviews and data collections from the sample are going forward as specified by the evaluation team. The field research assistant is fully engaged in this collection and modification activity. Upgraded data (t-tests) have been retrieved from last summer's institute. Development and refinement of an Interest Index has been inaugurated and achieved. Additional and new sources of data have been suggested and designated and a summary review of letters and public relations material indicates strong, positive spin-offs from overall center activities and dissemination and information provision.

Appendix A

In this appendix there are two main concerns to be articulated. First, the identification of the instruments used in the summer institute of the Afro-American Study Center will be made along with a report of the reliabilities of the instruments. This section will contain reported reliabilities as found in the manuals of the respective instruments and will list the reliabilities as computed from the data obtained during the summer. Second, a table including the resultes of t-tests on pre- and post-test samples will be included.

Instruments and Reliability Coefficients

In the Edwards Personal Preference Schedule there are fifteen scales and a consistency score. The scales are listed in Table 1 with their respective reliability coefficients as reported in the manual and as computed from the summer institute data. It can be seen that the computed reliability coefficients are lower on twelve of the scales when compared to the coefficients reported in the manual for the test retest situation. Part of this may be due to the differences in time periods between the test and the retests, to the poor testing situation, to the number of tests taken on the first day, or to some combination of all these factors.

The Study of Values instrument produces six scores. These values are identified in Table 2 with their respective reliability coefficients as reported in the manual and as computed from the summer data. The reliabilities obtained on this instrument are more comparable to the report coefficients than was the case for the Edwards Personal Preference Schedule.

TABLE 1

Reliability of Edwards Personal Preference Schedule

	Reported Reliabilities from Manual		Computed from Data
VARIABLE	SPLIT-HALF RELIABILITY COEFFICIENTS	TEST-RETEST RELIABILITY COEFFICIENTS	TEST-RETEST RELIABILITY COEFFICIENTS
1. Achievement	.74	.74	.46
2. Deference	.60	.78	.61
3. Order	.74	.87	.83
4. Exhibition	.61	.74	.76
5. Autonomy	.76	.83	.74
6. Affiliation	.70	.77	.87
7. Lutraception	.79	.86	.53
8. Succorauce	.76	.78	.42
9. Dominance	.81	.87	.81
10. Abasement	.84	.88	.58
11. Nurturance	.78	.79	.83
12. Change	.79	.83	.73
13. Endurance	.81	.86	.81
14. Heterosexuality	.87	.85	.80
15. Agressive	.84	.78	.50
Consistency Score		.78	

TABLE 2

Reliability of Study of Values (1951 Revision)

	SPLIT-HALF (SPEARMAN-BROWN)	TEST-RETEST		COMPUTED FROM DATA TEST RETEST RELIABILITY COEFFICI
		ONE MONTH INTERVAL	TWO MONTH INTERVAL	
Theoretical	.84	.87	.85	.81
Economic	.93	.92	.84	.88
Aesthetic	.89	.90	.87	.66
Social	.90	.77	.88	.77
Political	.87	.90	.88	.54
Religious	.95	.91	.93	.87

*The mean repeat reliability (stability) coefficient using the Z transformation was .89 for the one month study and .88 for the two month interval.

The Minnesota Teacher Attitude Inventory has a reliability of .93 as reported in the manual. The test-retest reliability coefficient is compiled on the summer institute data produced a reliability coefficient of .85.

In an investigation reported by Mary Engel (1959) in which she used a Q sort technique for measuring the self-concept, she reported a test-retest reliability of .68 over a ten-day period. The test-retest reliability coefficient obtained for the summer institute data was .73.

Finally in Table 3, the reported reliabilities for several normative samples are shown.

TABLE 3

Reliability of Watson-Glaser Critical Thinking Appraisal
(Form YX)

Normative Sample	Form Y Reliability - Odd-even split-half reliability coefficients corrected by Spearman-Brown formula.
Grade 9	.85
Grade 10	.86
Grade 11	.86
Grade 12	.87
Grades 9-12	.86
Lib. Arts Fresh.	.85
College Seniors	.85

Results of t-tests on Pre and Post-tests

The results of the analyses of pre and post-test data are shown in Table 4. Means and standard deviations are shown for all scales of each instrument for both pre and post-test data. A t-test for correlated samples was completed for each scale. The results of the t-test for each scale are also shown in Table 4. It can be seen that only two comparisons resulted in significance at or beyond the .05 level of significance. A significant value was obtained for the scales, change and heterosexuality, on the Edwards Personal Preference Schedule. The need for change was significantly lower on the post-test compared to the pre-test. Some very interesting speculations or hypotheses might be developed to account for these findings. Perhaps the one possible hypothesis that seems noteworthy to mention would be an attempt to account for the lowered need for change. It is possible that the effect of participation in a dynamic seminar situation in which participants become involved in tasks related to changes which seem important to the respective individual is to reduce the individual's need for change. If this were, indeed, a fact and not a speculation there would be some serious implications. One in particular would be the placating of individuals desiring change so as to preclude change.

As one interprets these findings, one should be cognizant of the fact that one would expect some significant findings simply as an effect of chance when so many comparisons are made. There were twenty-three separate analysis computed so that at the .05 level one would expect one to be significant simply as a chance finding.

Reference

Engel, Mary. The stability of the self-concept in adolescence. Journal of Abnormal and Social Psychology. 1959, 58, 211-215

TABLE 4

Means, Standard Deviations, and T-Test Results
For Pre and Post Test Data of Several Instruments Used in the
Afro-American Summer Institute

	Pre Test		Post Test		
Edwards Personal Reference Schedule	Mean	SD	Mean	SD	t-test Results
Achievement	15.3	4.4	15.7	5.0	NS
Deference	11.1	3.4	11.3	3.5	NS
Order	9.5	3.8	10.0	5.2	NS
Exhibition	15.0	3.8	15.2	3.9	NS
Autonomy	14.6	4.0	14.9	3.4	NS
Affiliation	15.5	3.8	14.7	5.0	NS
Intraception	16.9	3.2	17.1	4.0	NS
Succorance	10.4	3.3	9.6	4.4	NS
Dominance	14.1	5.0	14.6	5.7	NS
Abasement	11.3	4.1	11.2	4.0	NS
Nurturance	15.0	4.2	14.6	3.6	NS
Change	19.9	4.2	17.8	5.2	P .01
Endurance	12.7	4.3	12.1	5.7	NS
Heterosexuality	15.0	5.9	16.4	5.4	P .05
Aggression	13.7	3.5	14.7	4.2	NS
Study of Values	Mean	SD	Mean	SD	t-test
Theoretical	37.0	7.1	38.1	7.7	NS
Economic	38.4	7.3	38.5	8.7	NS
Aesthetic	39.6	5.4	39.5	6.5	NS
Social	45.6	5.9	44.2	6.9	NS
Political	39.4	5.3	39.6	5.7	NS
Religious	40.7	10.4	39.9	9.7	NS
Minnesota Teacher Attitude Inventory	32.8	27.0	37.9	29.1	NS
Self-Concept	359.0	34.4	369.0	33.6	NS

Appendix B

Interest Index For Teachers Attending Institutes Sponsored By The Afro-American Curriculum Office

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Directions: In the space corresponding to each item below, write

2 - if you like the presentation, activity, or program;
1 - if you don't know what you liked, don't care about the activity;
0 - if you dislike the activity, program or topic, or think you would dislike presentations or topics similarly presented.

Items:

A. The Method of presenting the information____.

B. The setting for the presentation____.

C. The topic or concepts in the presentation____.

D. The general make-up of the participants at the presentation____.

E. The worth of the topics, ideas, or concepts to you and for your classroom____.

F. The speaker appears to be genuinely committed to the topic____.

G. The material appears to be forthrightly and openly presented____.

H. You will be able to adopt and present the material in your class____.

I. Your students will be interested in this kind of material____.

J. Your colleagues at your school will probably be interested in the topics too____.

K. The administration in your school will be interested and helpful in implementing the material into your school's curriculum or classes____.

L. The community in your school's attendance area will be favorably disposed toward including the material or concepts in the on-going school program or curriculum____.

M. You would like to attend more institutes of this nature____.

N. You would not enjoy attending more institutes like this one____.

O. You need to have increased participation and personal involvement in these types of institutes____.

Appendix C

Interest Index For Teachers Attending Institutes Sponsored By The Afro-American Curriculum Office

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Directions: Place a check mark in the appropriate space after each item.

0 - dislike or disagree
1 - don't know or don't care
2 - like or agree

Items:

		0	1	2
A.	The method of presentation was appropriate and acceptable.			
B.	The setting for the presentation was pleasant and functional.			
C.	The topic or concepts in the presentation were useful to me and to my class.			
D.	I liked the type of audience assembled for this presentation.			
E.	The speaker(s) was(were) genuinely committed to the topic(s).			
F.	The material appears to be honestly and openly presented.			
G.	I can adapt the material or concepts for my students.			
H.	My students will be interested in this material.			
I.	My fellow teachers in my school will also be probably interested in this information.			
J.	The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum.			
K.	The community in my school's attendance area will like having this material in our school's curriculum and classes.			
L.	More institutes and workshops like this one are necessary and would be meaningful.			
M.	I would attend other institutes and workshops like this one dealing with similar but not identifical topics and concerns.			
N.	I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature.			

Addendum To The
Second Interim Evaluation Report
for
The Afro-American Curriculum Office and Resource Center

by

Dean L. Meinke

I. David Glick

December 10, 1971

Although there were six components to the second interim report, there was a seventh component that should have been included. This component is a progress report on the development of several instruments required for the acquisition of information as required for the evaluation of the functions of the Afro-American Curriculum Office and Resource Center. In Table 5 of the evaluation proposal plan by Meinke and Glick (1971), the following instruments are listed: Questionnaire, Content Test, Guidelines for Content Analysis, Instructional Interview, and Feedback Instrument for Community People.

In Appendix A the completed Questionnaire for teachers and community persons is presented. The evaluation staff plans to select a random sample from each of the following groups: elementary teacher, secondary teachers, and community persons. The questionnaire was designed to be used with each group. Therefore, it is assumed that this instrument will provide the necessary information which was to be gained from the questionnaire and the feedback instrument for community people which were specified in the Task Chart of Table 5 of the evaluation proposal.

The content test is not yet completed. The progress is determined by the acquisition of curriculum units from the field. The graduate assistant on the evaluation team is now completing the structured interviews and is beginning to collect the curriculum units. As more of these become available so that we shall have a representative sample, the content test will be constructed.

In Appendix B the Guidelines for content analysis of curriculum units is presented. It can be seen that seven categories for the analysis have been identified. The categories are congruency, currency, accuracy, receptivity, scope, sequence, and appropriateness.

The structured interview for public school personnel is shown in Appendix C. The graduate assistant has been conducting visitations employing this instrument. A preliminary examination of some of the interviews completed would indicate some difficulty on the part of interviewees to respond to item 4. Part of the problem is related to the fact that few of the participants have as yet implemented their curriculum units.

The structured interview for center personnel has not as yet been completed.

In summary, the tasks of instrument development have been completed except for the content test and the structured interview for center personnel.

Appendix A

Questionnaire: Afro-American Studies Center

The purpose of the questionnaire is to provide a standard set of items with which to querry teachers from both the elementary and secondary level and community persons who have been selected for inclusion in a sample. The specific aim is to provide information relative to the familiarity of respondents to the functions and services of the Afro-American Studies Center of the Toledo Public School System.

1. What is the Afro-American Studies Center?

____

____

2. Where is the Afro-American Studies Center located?

____

3. Have you been to the Afro-American Studies Center?

Yes_____ No_____

4. Have you ever telephoned the Afro-American Studies Center?

Yes_____ No_____

5. Have you ever attended any functions or activities sponsored by the Afro-American Studies Center?

Yes_____ No_____

6. Have you ever used any materials from the Afro-American Studies Center?

Yes_____ No_____

7. If yes to number 6, how often have you used materials? Check only one.

_____Once _____Twice _____Several Times _____Frequently

8. If yes to number 6, list and describe the materials.

____

____

____

____

____

9. List three functions of the Afro-American Studies Center.

A. ____________________________________
B. ____________________________________
C. ____________________________________

10. List any service that you have received from the Afro-American Studies Center.

a. ____________________________________
b. ____________________________________
c. ____________________________________
d. ____________________________________
e. ____________________________________

Appendix B

Guidelines for Content Analysis:

I. Congruency - the characteristic of teaching facts, concepts, and generalizations that are indicated in both the unit and lesson plans.

II. Currency - the characteristic of contemporaneness of subjects and topics with current events and news.

III. Accuracy - the degree of match between data presented in units and the documents and books that chronicle man's past.

IV. Receptivity - as measured by student test performance(s) vis-a-vis the instructional units.

V. Scope - the extent to which the subject is extended in its meanings.

VI. Sequence - the rank order or concept hierarchy arranged by the teacher in the unit is to be instructed.

VII. Appropriateness - the decisions made to include or exclude data for a given grade level or maturity level for students.

Appendix C

Standardized Interview for Participants in the Afro-American Studies Summer Institute

Teacher's Name________________________ Date__________

School________________________

Grade Level________________________

Please circle the letter or letters of the most appropriate answer(s).

1. How many students are in your class?
   a. 0-10 b. 11-20 c. 21-30 d. over 30

2. What is the general Socio-economic level of the students in your class(es)?
   a. lower-lower (predominantly welfare recipients, occassional employment)
   b. upper-lower (unskilled to semi-skilled "blue collar workers")
   c. lower middle (skilled workers)
   d. middle-upper middle (semi-professional and professionals)

3. What is the racial composition of your class(es)?
   a. all white b. 10-30% black c. 30-60% black d. predominantly black

4. At the Institute several factors were considered which might hamper the implementation of a program in Afro-American Studies:
   a. student hostility
   b. non-support of administrators in attitudes or services
   c. negative community feedback
   d. children's lack of knowledge of subject matter
   e. negativism or disinterest of children

   Please rank these factors negative effects in light of your experiences since the Institute:

   _____ a.
   _____ b.
   _____ c.
   _____ d.
   _____ e.

5. To what extent have other staff members of your school commented upon or inquired about your attending the summer institute?
   a. Positive comments or questions
      1. none 2. 1-5 3. 6-10 4. over 10
   b. Negative comments or questions
      1. none 2. 1-5 3. 6-10 4. over 10

6. To what extent have the administrators at your school commented upon or asked questions about your attending the summer institute?
   a. Possitive comments or questions
      1. none 2. 1-5 3. 6-10 4. over 10
   b. Negative comments or questions
      1. none 2. 1-5 3. 6-10 4. over 10

7. To what extent have you received community feedback concerning your attendance at the institute?
   a. Positive
      1. none 2. 1-5 3. 6-10 4. over 10
   b. Negative
      1. none 2. 1-5 3. 6-10 4. over 10

8. To what extent have you discussed with others the programs and or ideas presented at the institute?
   a. not at all
   b. discussions with others regarding new attitudes you may now hold regarding other ethnic groups
   c. discussions with others on the merit of black studies in the curriculum
   d. attempts to influence others to consider implementation of black studies in the curriculum

9. In what way has your participation in the institute influenced you in class this year?
   a. little or no effect
   b. more positive attitudes toward other ethnic groups
   c. used some of the materials by incorporating it into lessons
   d. taught several lessons or a unit on black studies

   If you checked C or D in the above questions please answer the following two questions:

   Since attending the institute the lessons you have taught:
   a. contain occassional references to ethnic contributions
   b. utilize "heroes" or positive contributions of ethnic groups
   c. include reports by children stressing the contributions of blacks - or lessons are supplemented with material about black contributions
   d. have formally included black studies topics into the lesson structure

   In terms of actual instruction in your class, since attending the institute how many lessons on black or ethnic history have you taught?
   a. one or two
   b. three or more (if possible please specify the number)
   c. observed "Black History Week" or a similar program
   d. taught a unit

10. How have you utilized the group curriculum guides developed this summer?
   a. not at all
   b. some use (occasional reference)
   c. frequent use
   d. implementation of units

11. How have you utilized the "seed books"?
    a. not used
    b. kept in the classroom to be used as a reference at the children't discretion
    c. kept in the classroom but referred to in the course of lessons or units
    d. kept in the library and suggested to the children as an outside source of materials
        1. if in library # of times book checked out ______

12. Since attending the Institute have you had contact with and/or used the materials of the Afro-American Curriculum Center?
    a. no
    b. seldom
    c. frequently - if checked give approximately # of contacts ______
    d. very often - if checked give approximately # of contacts ______

13. Have you found the materials in the Center's newsletters of use?
    a. not at all
    b. seldom useful
    c. occassionally useful
    d. very useful

14. If you have taught a lesson on Afro-American Studies please provide us with a copy.

15. If you have given a test or quiz on the materials covered in such a lesson(s), please provide us with a copy of that test.

APPENDIX K

THIRD INTERIM EVALUATION REPORT

FOR

THE AFRO-AMERICAN RESOURCE CENTER

BY

I. DAVID GLICK AND DEAN L. MEINKE

FEBRUARY 1, 1972

The Third Interim Evaluation Report is designed to look at the effects of the summer institute (1971) upon institute participants and their pupils. In order to generalize to the total institute population a random sample of 30 participants were chosen for the follow-up study. The strategy for collecting data on this sample was the employment of a structured interview. The results of these interviews are presented in Table 1.

TABLE 1

Structured Interview Data
(responses are in parentheses for each item)

1. How many students are in your class?

a. 0-10	b. 11-20	c. 21-30	d. over 30
(1)	(3)	(13)	(13)

2. What is the general socio-economic level of the students in your class/es?

   a. lower-lower (predominantly welfare recipients, occasional employment) (7)
   b. upper-lower (unskilled to semi-skilled "blue collar workers") (13)
   c. lower-middle (skilled workers) (2)
   d. middle-upper middle (semi-professional and professionals) (0)

3. What is the racial composition of your class/es?

a. all white	b. 10-30% black	c. 30-60% black	d. predominantly black
(7)	(7)	(3)	(12)

4. At the institute several factors were considered which might hamper the implementation of a program in Afro-American studies:

   a. student hositility (1)
   b. non-support of administrators in attitudes or services (0)
   c. negative community feedback (1)
   d. children's lack of knowledge of subject matter (6)
   e. negativeism or disinterest of children (15)

   Note: 15 respondents indicated these options were not even applicable to them and 6 didn't answer. It seems clear that other factor(s) not seen as impediments to implementation are operating.

5. To what extent have other staff members of your school commented upon or inquired about your attending the summer institute?

   a. Positive comments or questions

1. None	2. 1-5	3. 6-10	4. over 10
(12)	(15)	(2)	(1)

   b. Negative comments or questions

1. None	2. 1-5	3. 6-10	4. over 10
(28)	(2)	(0)	(0)

6. To what extent have the administrators at your school commented upon or asked questions about your attending the summer institute?

   a. Positive comments or questions

1. None	2. 1-5	3. 6-10	4. over 10
(20)	(8)	(1)	(1)

   b. Negative comments or questions

1. None	2. 1-5	3. 6-10	4. over 10
(28)	(0)	(0)	(0)

7. To what extent have you received community feedback concerning your attendance at the institute?

   a. Positive

1. None	2. 1-5	3. 6-10	4. over 10
(27)	(3)	(0)	(1)

   b. Negative

1. None	2. 1-5	3. 6-10	4. over 10
(30)	(0)	(0)	(0)

8. To waht extent have you discussed with others the programs and/or ideas presented at the institute?

   a. Not at all (1)
   b. Discussions with others regarding new attitudes you may now hold regarding other eithnic groups (4)
   c. Discussions with others on the merit of black studies in the curriculum (9)
   d. Attempts to influence others to consider implementation of black studies in the curriculum (7)

9. In what way has your participation in the Institute influenced you in class this year?

   a. little or no effect (5)
   b. more positive attitudes towards other ethnic groups (5)
   c. used some of the materials by incorporating it into lessons (12)
   d. taught several lessons or a unit on black studies (2)

   If you checked c or d in the above questions, please answer the following two questions:

   Since attending the Institute the lessons you have taught

   a. contain occasional references to ethnic contributions (4)
   b. Utilize "heroes" or positive contributions of ethnic groups (3)
   c. include reports by children stressing the contributions of blacks or lessons are supplemented with material about black contributions (2)
   d. have formally included black studies topics into the lesson structure (1)

   In terms of actual instruction in your class, since attending the Institute, how many lessons in black or ethnic history have your taught?

   a. one or two (6)
   b. three or more (5)
   c. observed "black history week" or a similar program (0)
   d. taught a unit (1)

10. How have you utilized the group curriculum guides developed this summer?

    a. not at all (17)
    b. some use (occasional reference) (7)
    c. frequent use (3)
    d. implementation of units (2)

11. How have you utilized the "seed books"?

    a. not used (30)
    b. kept in the classroom to be used as a reference at the children's discretion (0)
    c. kept in the classroom but referred to in the course of lessons or units (0)
    d. kept in the library and suggested to the children as an outside source of materials (0)

12. Since attending the Institute have you had contact with and/or used the materials of the AACO?

    a. no (11)
    b. seldom (8)
    c. frequently (9)
    d. very often (1)

13. Have you found the materials in the Center's newsletter of use?

    a. not at all (7)
    b. seldom useful (4)
    c. occasionally useful (15)
    d. very useful (3)

14. If you have taught a lesson on Afro-American Studies, please provide us with a copy. (None)

15. If you have given a test or quiz on the materials covered in such a lesson/s, please provide us with a copy of that test (None)

The relatively low rate (2 our of 30) of implementation of curriculum units (Item 9.D) on Afro-American themes into regular classroom presentations/curricula designs can only be viewed with discouragement at this point. In effect, this report could perhaps be described as a discrepancy evaluation in that the institute participants avowed their pleasure with the institute and testified that they "learned a lot" from the institute, but have not transferred this experience into operationalizing their recently acquired skills and knowledges into their classrooms. It is speculative, at best, to assume that a significant or markedly increased rate of implementation will ensue during Negro History Week (February 6-13) or at any other time during the remaining school year.

With this phonemena of discrepancy as a centerpiece or focus in this section of this report, we submit the following recommendation: that fees (stipends) paid to participants in the up-coming Summer, 1972, institute be disbursed on a specified reinforcement contingency basis. What is, half or two-thirds of the total stipend owed to any one participant be disbursed at the end of the institute, with the remaining one-half or one-third to be disbursed upon presentation of evidence that the Afro-American materials/ lessons/unit plans have been actually implemented during the subsequent school year. This recommendation is congruent with the recent trend of accountability in the realization of stated/specified educational goals/ outcomes.

The difficulty or discrepancy that has evolved with respect to the implementation of Afro-American curricula into the on-going school program/s is not a new phenomena nor one that is peculiar to these materials, concepts, and understandings. It is a long standing, recognized problem wherein that which has been "learned" does not transfer to situations beyond the original learning setting. By definition, Jerome Bruner would indicate that this type of outcome is rendering the subject useless (not worth having learned it).

Before too depressing a picture of the effects of the summer institute is painted, it may be worthwhile to consider some of the more positive spin-offs which seem to have accrued. While the structured interview technique yielded specific responses to specific questions, these also obtained anecdotal comments which the field interviewer collected and codified. A resume of her collected impressions follows:

> "The majority of the institute participants who were interviewed in the sample expressed satisfaction with the institute held last summer. Twenty-one of those interviewed stressed the informational value of the institute; they felt that it provided them with both much needed information about black contributions and history as well as needed exposure to materials and resources available for the study of black history. Eight of those interviewed stressed the sharing of ideas and exposure of both white and black prejudice as an important function of the summer program. Five participants also thought the program was valuable in introducing them to new teaching techniques, and three noted that the institute had served to convince them of the importance of teaching black history.

The data gathered in the interview unfortunately does not enable one to judge whether or not participant's teaching style, content or attitudes. Unfortunately, no pre-institute measure of these behaviors is available. When asked whether the institute changed their teaching, 14 interviewees responded negatively, only two responded positively. It would appear that these answers resulted because most black teachers in inner city schools stressed that they had always included black contributions and black history into their lessons. Ten white teachers felt that the institute had served to motivate them to move away from their usual rigid adherence to the curriculum guides and were now interested and trying to incorporate black studies into their lessons. Many of the teachers interviewed, both white and black, favored integrating materials on black studies into regular lessons rather than teaching specific lessons on black studies.

In regard to teaching specific lessons on black studies, at the time the interviews were conducted only two teachers had taught such lessons. Most appeared to be awaiting a propitious time, such as "Negro History Week" or a point when the topics planned fitted into the regular curriculum units. Of the thirty participants interviewed, twenty-two, planned to teach the same lesson they had developed at the institute with little modification. Three teachers planned new lessons, as they did not feel that those developed this summer were appropriate for their current classes. Five teachers did not plan to teach any specific lessons; two of these teachers had been transferred to programs other than they had anticipated this summer; one was now in the "right to read" program and felt that lessons on black studies could not be fitted in; another was now an OWA coordinator and in his limited hours in the classroom felt it would not fit in; another was now teaching English and angered by this switch refused to develop a new lesson. One teacher felt that his subject was not amenable to a special lesson on black studies, as he taught philosophy, however, in the course of the topics considered black problems were treated; a fifth teacher felt that special black studies topics were unnecessary in an all black school and consequently planned no special lessons.

Although there is little or no data, it would appear that the institute had a variable impact upon white and black teachers. Black teachers appeared mainly to have found the institute informative in value; giving them additional information and some additional black history background as well as giving them needed information on resources and materials. White teachers, on the other hand, appeared to have gained not only from the informational aspects of the institute but to have changed their attitudes regarding teaching black studies and its importance in the curriculum. Perhaps future institutes for teachers in inner city areas might concentrate on other topics than this past institute; concentrating on specific problems of the inner city schools and children and their remediation, while institute similar to the one this summer be aimed more at teachers in suburban areas.

There were several complaints about last summer's institute and suggestions made for possible changes in future institutes:

1. The institute was too short--future ones should be longer (7)
2. The institute was too heavily geared towards JHS and SHS, special institutes might geared towards primary and intermediate teachers (7)
3. There should be more emphasis on small group discussion (7)
4. The institute should be held at a later hour (4)
5. More of the resources available for use in class should be displayed and utilized in the institute (4)
6. The institute was too heavily oriented towards teaching social studies (6)
7. There was too much emphasis on writing lessons and objectives (4)
8. Lesson plans and units developed should be demonstrated (6)
9. Speakers representing various groups in the black community should be included in programs (4)

Other suggestions included: more lectures, eliminating or abbreviating the battery of tests, holding periodic follow-up sessions through the year, moving participants from group to group for discussions for a better interchange of ideas and making the institute less like an undergraduate education course (one respondent for each comment)."

While the conclusion is inescapable that only two out of thirty in our sample had actually taught lessons (a unit) developed during the summer institute, there are the avowals from twenty-two that such implementation would be forthcoming. These are also the affective considerations that obtained in that some teachers' feelings and awareness of the necessity to incorporate minority studies into their curricula have been heightened and modified in a desirable direction. Still, we are faced with an overall low implementation rate.

In order to underscore the discrepancy notion that was previously described, evidence of audience satisfaction with a recently held workshop is provided in Table II. There were 182 participants at the workshop.

TABLE 2

Interest Index For Teachers Attending Institute Sponsored By The Afro-American Curriculum Office

'Eye Of The Storm", With Jane Elliott

Directions: Place a check mark (✓) in the appropriate space after each item.
0 - dislike or disagree
1 - don't know or don't care
2 - like or agree

Items:	0	1	2
A. The method of presentation was appropriate and acceptable	4	6	170
B. The setting for the presentation was pleasant and functional	27	23	125
C. The topic or concepts in the presentation were useful to me and to my class	6	10	156
D. I liked the type of audience assembled for this presentation	4	30	139
E. The speaker(s) was(were) genuinely committed to the topic(s)	1	3	177
F. The material appears to be honestly and openly presented	4	4	172
G. I can adapt the material or concepts for my students	8	35	119
H. My students will be interested in this material	10	32	121
I. My fellow teachers in my school will also be probably interested in this information	12	44	118
J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum	18	41	108
K. The community in my school's attendance area will like having this material included in our school's curriculum and classes	31	77	54
L. More institutes and workshops like this one are necessary and would be meaningful	2	6	170
M. I would attend other institutes and workshops like this one---dealing with similar but not identical topics and concerns	1	6	174
N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature	11	41	115

It is clear that the responses to this workshop were overwhelmingly positive and that the participants felt that the material and concepts would be adapted for classroom use (item G). The issue still obtains as to whether or not implementation of the ~~strategies~~ used by Miss Elliott (overt discrimination to teach discrimination) will be subsequently implemented.

The authors of this report have held lengthy and in-depth conversations with other colleagues in an attempt to gain explanatory leverage on the discrepancy problem. At this juncture, no recommendations nor advice seems to have credibility short of the utilization of the behavioral management strategy previously outlined.

Another portion of this report was to have included an up-dating of the efforts to codify subject-matter assessment instruments for administration to children who received Afro-American curricula exposure. No progress has been made in this area as we have not received nor have we been able to obtain units that have been implemented.

One teacher of 8th graders has, in fact, begun a comprehensive research project with these authors. Pre-tests to her children have been already administered; her students have been randomly assigned to experimental and control groups; and treatment has begun. This teacher's effort are a direct outgrowth of her experience in the summer institute. She has taken these steps to modify and innovate because she said, "I owed it to the school system in payment of giving me these skills". Needless to say, this behavior is atypical given the findings of our survey to the randomly selected participants.

The fact that some data are available from this survey assessment, albeit discouraging, does not preclude the possibility that other effects (unobtrusive) may be operating which are not being monitored. Perhaps we need additional exploratory time to develop alternate plans for garnering these potential, covert effects. While this possibility can be "blue-skyed", the apparent facts speak for themselves---the effect(s) of the summer institute as assessed by the rates of implementation of curriculum units is clearly negligible or non-existent.

Findings:

1. Implementation of curriculum units has been minimal, although fusing of topics and concepts into regular lessons has been more frequent.
2. Impediments to implementation are not found in co-workers, community rebuttals, administrative recalcitrance, nor student apathy. Some other factor operated to preclude implementation at this point (possibly awaiting Negro History Week, February 6-10).
3. See book impact is non-existent.
4. Institute impact varied between black and white teachers.
5. Workshop(s) have generally rebust approval, but implementation of ensuing concepts and strategies is speculative.
6. There are virtually no negative comments from any source(s) vis-a-vis the institute on the Afro-American Curriculum Center.

Recommendations:

1. Employ contingency management strategy for stipend disbursement at next institute.

2. Re-direct AACC staffers to do field visitations to institute participants to encourage implementation.
3. Re-assess sample vis-a-vis implementation immediately following Negro History Week.
4. Make "seed" books availability known to all participants.
5. Design future institute at elementary and secondary levels or incorporate work group and discussion groups organized on the basis of grade level.

ADDENDUM TO THE THIRD INTERIM EVALUATION REPORT

FOR

THE AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER

BY

DEAN L. MEINKE

AND

I. DAVID GLICK

FEBRUARY 10, 1972

In addition, to the basic report of February 1, 1972, a request was made to compile a summary report of the User Index for the months September, October, November, and December. The purpose of this addendum is to satisfy this request. The information reported and organized for this addendum was secured from the Daily Reference Report maintained at the Afro-American Curriculum Office.

The frequency by type of useage for the fall months is shown in Table 1. It can be seen that there has been a substantial amount of activity in which the center has been involved. The activities include calls, visits, and materials checked out by the users. A peak in activities occured during the month of November with a total of 207 reported activities. Even though December contains many non school days there were 153 activities reported.

TABLE 1

Frequency of activities Reported in Daily Reference Reports

Activities	September	October	November	December
Incoming Calls	0	4	6	5
Visits to the Center Materials Checked	81	61	103	80
Out of Center	75	63	98	68

If one were to raise the question concerning the source of activities or more simply, "Who uses the center?", one can readily see that the answer includes teachers from elementary, secondary, special, pilot and parochial schools as well as persons from the board of education and the community. In Table 2 the frequencies to the center are reported by the type of affiliation of the user. It can be seen that greater usage of the center is generated by the pilot secondary schools compared to the pilot elementary schools. A slight edge obtains for the elementary schools compared to secondary schools for the non pilot schools. The month of peak activity again is reflected in November.

TABEL 2

User Index of Persons Using Materials by Their Affiliation

Affiliation of User	September	October	November	December
Elementary Schools	12	6	18	20
Secondary Schools	10	9	6	7
Parochial Schools	6	7	7	2
Special Schools	8	3	2	3
Board of Education	3	7	14	10
Others	9	6	15	5
Pilot Secondary	19	18	31	28
Pilot Elementary	13	9	8	11
TOTAL	80	65	101	86

Finally, it is interesting to analyze the user index in order to ascertain the types of materials borrowed by the users. In Table 3 the frequencies of usage by affiliation are listed by type of materials checked out of the center.

TABLE 3

Frequencies of Materials Borrowed From Center by Type of Material Selected

User Affiliation	BOOKS				RECORDS				FILMS				FILMSTRIPS				OTHER MATERIALS				PHONE CALLS CONFERENCES			
	Sept.	Oct.	Nov.	Dec.	Sept.	Oct.	Nov.	Dec.	Sept.	Oct.	Nov.	Dec.	Sept.	Oct.	Nov.	Dec.	Sept.	Oct.	Nov.	Dec.	Sept.	Oct.	Nov.	Dec.
Toledo Public Schools	23	8	8	13	7	3	5	6	17	22	26	32	23	21	27	22	16	5	8	24	5	4	9	15
Parochial Schools	2	2	1	0	2	0	0	0	2	1	1	0	2	6	4	1	2	0	1	0	0	0	0	0
Board of Education Personnel	3	5	7	1	0	0	0	0	0	0	0	2	0	2	3	1	0	2	1	3	0	0	2	2
Others	3	2	5	0	1	0	0	0	1	1	1	3	1	0	3	1	7	2	7	0	0	1	5	2
Institute Participants	10	1	3	6	1	0	0	4	3	7	6	7	3	8	8	6	1	1	1	2	0	0	2	2

Given the entries of Table 3 one can quickly calculate that the most popular type of material borrowed was the filmstrip followed closely by film. The rank order by frequencies for materials selected from high to low was Filmstrips 142, Films 132, Books 103, Other Materials 83, Phone Calls and Conferences 49, and Records 29. It appears that the demand favors visuals as classroom aides.

There are three tentative recommendations which can be made based upon the data of this report.

1. When the Center curriculum evaluation teams select materials for inclusion in the resource center, preference for visual materials, particularly filmstrips and films, should be rendered.
2. In view of the greater usage of the center by secondary pilot schools, it might be important to concentrate on the selection of additional materials that might have greater appeal for elementary teachers.
3. It is apparent that once a person becomes aware of the center and uses it, he comes back again and again. Therefore, efforts should be directed toward making teachers aware of the center and getting them to visit the center.

APPENDIX L

FOURTH INTERIM EVALUATION REPORT

FOR

THE AFRO-AMERICAN RESOURCE CENTER

BY

I. DAVID GLICK AND DEAN L. MEINKE

APRIL 1, 1972

The Fourth Interim Evaluation Report is designed to look at the effects of seed books sent to various school libraries in the LEA district and of newsletters sent to all schools and some community groups in the LEA district. A systematic, random sample of four (4) high schools and twenty-three (23) elementary schools in the Toledo Public School system was specified as the pool from which data were to be retrieved. Responses were obtained from the four high schools and from eighteen (18) of the twenty-three elementary schools. The 1970 Toledo Public Schools Directory was the source from which the sample was retrieved. This document listed nine (9) district high schools and sixty-five (65) elementary schools. We view our sample to be generally, as opposed to specifically, reflexive of the total population of schools in the Toledo system.

Each school in the sample was contacted by telephone and the librarian or the person responsible for cataloging and distributing materials in the school's library and/or resource center was interviewed, as follow:

"Hello, this is Dr. Glick's secretary, and we are doing a survey on the extent to which the seed books from the Afro-American Curriculum Center have been utilized in your school. Can you help us in this effort? Thank You."

It is interesting at the outset to point out that the phrase "seed books" was not immediately recognizable by everyone whom we contacted. We were told by one party that they didn't have any "books on seeds or flowers" in their library. When our interviewer re-phrased the request for information about the "books" that were sent to them for the Afro-American Curriculum Center the respondants were able to answer with the appropriate responses.

These comments, as we have abstracted them from our interviews, follow in contact order, by school:

I. High Schools

1. Libbey High School - books are housed in the Black Literature section of the shelves; they are regularly circulated; have received good usage; go along well with other books on black studies; students are well aware of these materials and secure them without needing to ask for assistance in locating them.

2. Bowsher High School - these books are actively used in a unit entitled *Black Protest* and are well-used in the Black Literature offerings of the English department; background material was secured from these books for a special project entitled *Raisin in the Sun*; they are seen as good resources for all student - freshman through senior years; they are very popular materials which receive heavy overnight use.

3. Scott High School - the *Negro Almanac* receives regular use nearly every day; the other books get normal use.

4. Start High School - the seed books are not used very much by students; some teachers who work in the Black History program use them; and some of the seed books are duplicates of those previously catalogued in the library.

II. Elementary Schools

1. Arlington - some use; took too long to get them catalogued and circulating; available on a one-week check-out to students.

2. Beverly - normal use; have been available for only one week (at the time of this report); notes few volumes available overall (8-10 books).

3. Burroughs - takes too long to process books; they are not in use at this time -- put on the shelf just this week (at this writing of this report).

4. Crossgates - not being widely used even though book jacket display has been presented as a motivating strategy.

5. Elmhurst - little or no use; processing of new books is quite slow; reading level is perhaps too high for these students; suggests that books be sent already catalogued so that immediate circulation could be initiated.

6. Franklin - six books presently available with one having been checked out twice; respondent indicates that few if any black students attend this school and that the most ostensible minority student group are the Mexican-American children.

7. Glann - unable to retrieve data.

8. Gunckel - books received earlier in the year as well as some flat pictures; constant and heavy use of materials both as in-school resource material as well as overnight check-outs; the materials "never seem to be standing still".

9. Harvard - used frequently as resource material during Negro History Week and little used since.

10. Jones - regularly used as both reference and general circulation material; used most by students and by some teachers who have prepared and taught appropriate curriculum units.

11. King - we have some books; they are always checked-out; heavy use by students; available on a two-week loan basis

12. Larchmont - normal use at some times.

13. Marshall - some books used extensively during Negro History Week and little used since; pictures and role-play materials not used at all.

14. McKinley - materials available for both resource use and home check-out; more than normal use; pictures used as resource material.

15. Navarre - no library available; books filed in central office; books used by classroom teachers (no mention of student use).

16. Old Orchard - all books previously processed and on the shelves; used with U.S. History courses and receiving more than normal usage; available as resource material as well as on a check-out basis; more paperback-type books necessary for the junior high age group; perhaps more books needed with sports themes and sports personalities as main characters; librarian notes that bulletins and newsletters from the Afro-American Curriculum Center are exceptionally beneficial.

17. Point Place - being used, more than normal, by students; available on a take-home basis and as resource material; fiction especially well received; more books on entertainers and sports figures would be welcomed.

18. Parkland - used with reading classes; normal use on a check-our basis; some books used as resource material by teachers.

19. Riverside - normal use on a home check-out basis; would welcome more books on entertainers and sports figures as well as more paperback type books.

(Note: Sherman, Stewart, Warren and Westfield were selected into the sample, but data were not retrieved in that contact was not achieved at this time.)

Summary

There seems to be significant variance across schools in terms of the use of these materials. While several schools report wide usage (enthusiastically endorsed by those respondents) other schools report little or no use (matter-of-factly and/or diffidently reported). Unquestionably, there are two predominant availability schemes: as take-home check-outs and as in-school resources. Importantly, processing seems to be a definite concern in some cases. It would appear that library/resource services are available only on an irregular or even non-existent basis in some schools. Obviously some schools have only part-time or volunteer help for processing and circulation of books. These issues are concerns which seem to be of such a nature as to demand attention from the Director of Elementary Education rather than being appropriate for resolution by the AACC. Undoubtedly, the Elementary Education Office is already aware of these concerns and would remediate them if funds and manpower were available. One can see, however, that conscientious curriculum innovation (through implanting of seed books) can be impeded if follow-through services (cataloging) aren't available. Considered strategies for removing these barriers to implementation should be a priority concern for all appropriate offices and personnel within the TPS administrative family.

Another area of concern that may require some further exploration is that of requests for additional materials. It occurs to the authors of this report that the AACC was not designed to be a procurement agency for schools, but was structured specifically as a clearing house, evaluation center, and generator of curriculum units. Perhaps school personnel need to be informed of the distinct mission(s) of the AACC, and be instructed as to their responsibility for ording additional books and materials at the local school level.

A cautionary, subjective note is inserted here with reference to the local requests made for books whose main themes and figures represent and portray sports figures and entertainers. It occurs to these writers that reinforcement of these requests, as well-intentioned as they may be, could conceivably be countenanced as being supportive of covert racism, and that it might be well to have AACC staffers deliberate on courses of positive response to these types of requests so that potential reinforcement of clandestine racist behavior be avoided and that this area of behavior be exposed, analyzed, and treated for what it represents.

The monthly newsletter published by the AACC has brought several "rave notices" from many recipients. Teachers, publishers, school principals, the TPS superintendent, local political action groups, the metropolitan social studies council, black activist coalitions, and church-related human relations groups have all given testimony to the efficacy of the efforts of the AACC. There are literally dozens of letters, memoranda, and newsletter entries available in the AACC correspondence file that attest to this effort, and are far too voluminous to enumerate herein. Suffice it to say that positive feed-back has been forthcoming from such groups as: League of Women Voters, Lutherans For Human Dignity, Black Pride, Inc., and Harcourt Brace Jovanovich Company. This type of response can only be interpreted as sufficient evidence to continue if not expand the text as well as the distribution of the newsletter.

A follow-up survey pursuant to the question of how many additional implementations of curriculum units were achieved by our original sample of 30 teachers (during Negro History Week) was carried out since the Third Interim Evaluation Report. It can be recalled that 22 respondents indicated that they had been planning to inaugurate these previously prepared units during this national educational/social period. We were able to recontact 18 of the 22 teachers. Five (5) reported that they had indeed completed their units; four (4) said that they were, at the time of re-contact, in the process of doing the units; and the reamining thirteen (13) had not yet initiated these activities. Interestingly, two teachers wrote personal letters and submitted lesson plans and student-done materials directly to one member of the evalution team.

Although not required for this interim statement, let a brief note be introduced here with reference to a cursory review of the user index data being regularly, religiously, and monthly compiled by the AACC. A definitive analysis will be forthcoming in our subsequent final reports, but it can be said, even at this time, that the circulation of materials from the AACC is indeed formidable. While most days record a check-out of 7 to 15 items, some days indicat 20 or even 30 separate loans of every type of software and media. This is indeed pertinent testimony to the dissemination effects and efforts of the AACC.

APPENDIX M

First Interim Evaluation Report

1. Test Results from the Afro-American Summer Institute
2. Test Results from Experiment in the Field
3. Analysis of Input Data from Teacher Corps Program
4. Sampler Objectives from Curriculum Units Developed by Summer Institute Participants

for

The Afro-American Studies Center

Toledo Public Schools

Mr. Wesley Jones, Supervisor

by

Dean L. Meinke and I. David Glick

Program Evaluators

October, 1972

Introduction

In accordance with the evaluation plan, this report will include a section on each of the following:

1. Test Results from the Afro-American Summer Institute
2. Test Results from Experiment in the Field
3. Analysis of Input Data from the Teacher Corps Program.

But, in addition, there will be included a section concerned with the identification of exemplary objectives gleaned from the curriculum units developed by the summer institute participants. An attempt will be made to classify them according to information categories or domains on the one hand and according to Bloom's Taxonomy on the other.

Test Results From the Afro-American Summer Institute

A curious finding was reported concerning the Summer Institute for 1971. There was a significant lower mean score for change on the post-test of the Edwards Personal Preference Schedule (EPPS). One purpose of the evaluation plan for the 1972 Summer Institute was to see whether or not a trend toward lowered need for change could be discovered provided scores were obtained at different intervals during the two week institute. Accordingly, the Edwards Personal Preference Schedule was administered to three subgroups selected randomly from the total population of participants in the institute. The tests were given on 13, 16, and 23 of June, 1972. The EPPS yields scores on fifteen scales which reflect the needs of the individual including autonomy, deference, change, aggression, affiliation, and others.

A second measure introduced in the evaluation scheme this time, included the Paired Hands Test developed by Karl Zucker at Indiana State University. The Paried Hands Test purports to measure a continuum from friendliness to hostility. All of the participants were scheduled to respond to the nine slides of this test in a pre and post-test design.

The results of the tests taken by the summer institute participants reflect some very interesting findings. The means for the three groups on the need for change score of the EPPS are the reverse of what would have been expected based upon the 1971 findings. The means were 16.76, 17.58, and 18.42 for the three groups, respectively, from the early test date to the later test date. These scores will be further analyzed by means of a one way analysis of variance to determine whether or not these means are significantly different from one another. If this were to be the case, it might mean that the need for change increased toward the end of the summer institute if one can safely assume that one's needs can be affected over a short period of time. When an activity must produce its impact through a change within an institution of society, it would have a greater potential for success if the participants need for change was increased. A further check upon this finding will be the follow-up of the implementation of the curriculum units. It should follow that there should be a higher percentage of implementation of units this year compared to last year.

The results of the scores obtained on the Paired Hands Test are reflected in a mean of 12.42 on the pre-test and 13.22 on the post-test. Although the post-test mean is higher than the pre-test mean, they are not significantly different. Both means reflect scores on the Paired Hands Test toward the friendly end of the continuum. There should be no argument that classroom teachers ought to score more toward the friendly end of the continuum rather than hostility.

Test Results from Experiment in the Field

One of the participants from the 1971 Summer Institute agreed to provide an experimental setting for the implementation of an intervention curriculum unit. She arranged to assign the pupils of Burroughs School in grade eight at random to experimental and control groups. Further, she was responsible for implementing the curriculum stratigies for the experimental group while providing traditional instruction for the control group. These data can be analyzed using a simple 2x2x2 ANOVA design with repeated measures on the last factor. The first factor is experimental versus control group, the second is sex, male versus female, and the repeated measure was the pre and post test, respectively. The means are shown on Table 1.

TABLE 1

Means For Experiment In The Field

		Pre	Post
Experimental	Male Female	10.1 9.1	8.5 10.1
Control	Male Female	9.7 9.7	9.9 10.8

It is clear that the results did not produce evidence to support the impact of the curriculum intervention program. The boys in the experimental group moved toward the hostility end of the continuum. The highest mean is shown for females in the control group on the post test. It is no surprise then, that the mean for the control group was higher on the post-test than the experimental group although they do not differ on the pre-test.

Analysis of the Input Data from the Teacher Corps Program

The evaluation of the utilization of the Afro-American Resource Center by members of the Teacher Corps program included responses on questionnaires given to interns, cooperating teachers, and team leaders. Of the interns who completed the evaluation instrument, all thirteen knew of the center and its location. Nine said that they had visited the center. The frequencies of usage are shown in Table 2. Interns reported using materials, filmstrips, books, and reference materials.

TABLE 2

Impact Of The Afro-American Curriculum Resource Center

	YES	NO
Know Afro-American Studies Center	13	0
Have Visited Center	9	4

	Frequency				
	1	2	3	4	5
Number Times Used Center	3	1	0	2	3

One intern reported attending a weekly seminar on black studies Saturday mornings at the center for eight weeks.

All of the team leaders knew about the Afro-American Studies Center and its location. All of them have used the center and the frequency of usage varied from six to ten times with one reporting at least once per month and another reporting usage at too numerous to count.

Neither of the cooperating teachers reported that they had used the Afro-American Studies Center although both knew of its existance and its location.

It appears that Teacher Corps inters and Team leaders are not only aware of the center but are using it frequently as a resource center. There is a need, however, to involve the cooperating teachers. Perhaps a scheduled presentation to a faculty meeting of the Washington School Faculty would be a useful way to get more of the teachers to use the resources of the center. It might even be helpful to inform the principal that curriculum consultants from the center might be available for a team planning period when the team embarled upon a unit in Afro-American Studies.

Sampler Objectives from Curriculum Units Developed by Summer Institute Participants

An analysis of ninety (90) curriculum units prepared by institute participants in the 1972 workshop sponsored by the T.P.S. Afro-American Curriculum Office and Resource Center (AACO/RC) yields the following implementation schedule!

MONTH	Number of Participants Implementing Instruction Based Upon The Curriculum Units
September, 1972	22
October, 1972	17
November, 1972	11
December, 1972	1
January, 1973	9
February, 1973	1
March, 1973	9
April, 1973	5
May, 1973	2
June, 1973	0

It is perhaps noteworthy that six (6) participants did not submit affidavits indicative of when projected implementation would likely occur, also one (1) participant signed and dated an affidavit but indicated that this was done under protest and duress.

All curriculum units contained objectives which could be described as behaviorally based with the exception of six (6). A systematic, unit-by-unit analysis has been made in order to determine this finding (which partially accounts for the tardiness of this report).

Furthermore, there are thirty-eight(38) specific notations and requests for use and/or administration of standardized assesment measures (i.e. Paired Hands Test, California-F Seale, Study of Values Test, Watson/Glaser Test of Critical Thinking, The Goodnough Draw -A- Man Test, The Koppitz Drawing Seale, The Otis-Lennon Mental Ability Test, and the California Test of Mental Maturity).

In an overwhelming number of cases the objectives specified in the curriculum units are "performance-bases" objectives. A brief sample is herein tendered.

1. Make an African mask.....
2. Role-play a slave auction.....
3. Select books reflecting specific ethnic groups or racial group.....
4. Take a multiple-choice test.....
5. Make up a booklet.....

In almost every unit, the behaviors are other than paper and pencil tests. Hence, confirmation of the execution of these objectives should be a relatively easy matter as the school year progresses.

APPENDIX N

Second Interim Evaluation Report

for the

Afro-American Curriculum Office and Resource Center

by

Dean L. Meinke

and

Irvin David Glick

January 1, 1973

Introduction

This second interim evaluation report includes a broad range of six topics. Teacher responses on the standardized Interest Index; Rates and Scope of Implementation of Curriculum Units; the continuing User Index Report; Data on Students; Status Review of Recommendations tendered in the 1971-72 Annual Report, and Development of a Master Curriculum Kit are all part of this report. Detailed analyses of these six topics with an overall summary are presented in this report. Several editorial or speculative remarks are also tendered at various points as argumentation or explanation seem to be called for based upon the data made available at the time of this writing.

Responses From Teachers Attending AACO/RC-Sponsored Institutes

At the time of this interim report there are data available from fifteen (15) identifiable schools as to faculty assessment on an interest index for those teachers who attended in-service institutes sponsored by the AACO/RC. The schools represented by these data are: Keyser, Stewart, Warren, Elmhurst, Hawkins, Marshall, Glenwood, Washington, Old Orchard, Navarre, Ottawa Hills, Arlington (all elementary schools), Jones (junior high school), and Waite and Libbey (high schools).

There are fourteen statements in the interest index to which each participant was asked to respond by indicating with a check mark (✓) that he: disliked or disagreed (0); didn't know or didn't care (1); or liked or agreed (2) with the item. The cumulative results for all fifteen schools' participants are displayed in the following.

TABLE 1

Interest Index For Teachers Attending Institutes Sponsored By The Afro-American Curriculum Office

Directions: Place a check mark ( ) in the appropriate space after each item.

0 - dislike or disagree
1 - don't know or don't care
2 - like or agree

Items:	0	1	2	No Reply
A. The method of presentation was appropriate and acceptable.	25	75	199	19
B. The setting for the presentation was pleasant and functional.	67	28	200	23
C. The topic or concepts in the presentation were useful to me and to my class.	15	48	234	21
D. I liked the type of audience assembled for this presentation.	13	57	222	26
E. The speaker(s) was(were) genuinely committed to the topic(s).	4	16	278	20
F. The material appears to be honestly and openly presented.	9	19	273	17
G. I can adapt the material or concepts for my students.	11	47	236	24
H. My students will be interested in this material.	14	82	197	25
I. My fellow teachers in my school will also be probably interested in this information.	17	113	155	33
J. The administration in my school will be interested and helpful in facilitating and implementing this material in our school's curriculum.	10	94	180	34
K. The community in my school's attendance area will like having this material included in our school's curriculum and classes.	26	127	126	39

	0	1	2	No Reply
L. More institutes and workshops like this one are necessary and would be meaningful.	43	59	188	28
M. I would attend other institutes and workshops like this one - dealing with similar but not identical topics and concerns.	36	39	208	35
N. I need more personal involvement and interaction with the presenter and workshop participants in future institutes or workshops of this nature.	48	58	158	54

The results represent the responses of 318 participants who filled out the interest index. Of these 318 participants, 282 indicated their school affiliation and 36 respondees failed to identify which school they represented. This relatively small number of unknown school affiliations was not considered to be significant nor threatening to the total count for any one cell in the total results because an independent assessment of these 36 returns showed that their responses generally reflected the overall trends.

These are several interesting results from these data which merit further comment. Items A through G indicate rather marked acceptance by the participants in that each item shows at least 65 per cent of the respondees liked or agreed with the statement. Items H, I, J, and K indicate different trends in that markedly greater numbers of participants didn't know or didn't care about the statement. It should be noted that all four of these items ask the participant to speculate about the effects of the institute on populations other than themselves (i.e. students, fellow teachers, administration and the community at large). Perhaps it should be expected that these types of uncertainties would obtain, however, these data can also be assessed with a speculation as to what extent teachers in these institutes (perhaps teachers in general) have developed systematic knowledge or information concerning these four populations. It seems that if the responses to these four statements indicate that institute participants are not sufficiently knowledgeable about potential reactions to curricular innovations by these types of populations (students, fellow faculty, school administrators, and the school's community at large) then it remains speculative as to whether or not those highly involved in curricular modifications---teachers---are indeed adequately informed in this critical area.

Responses to items L and M are similar to the preponderance of agreement found for the first seven statements while item N shows more spread in the distribution of responses. It should be seen as gratifying to the directors of these institutes that more than 65 per cent of the participants indicated that they would be willing to attend similar kinds of programs. This can be taken as a general approval of both the format and content-nature of these sessions.

Implementation of Units

In the second annual report, published on June 1, 1972, it was noted (p. 18) that:

> In a sample of thirty teachers selected at random to determine the degree of implementation of curriculum units, it was found that only two teachers of the thirty had actually begun the implementation of a curriculum unit as developed during the summer institute (1971).

This depressing finding, having been reported, was followed by a specific recommendation in the same report: "Second, strategies must be established which will insure teacher implementation of curriculum units upon their (the institute participants) return to their classrooms".

One recommendation that was made by the authors of this report was that a portion of the stipend, paid to the next set of institute participants (in summer 1972's institute) be withheld until their curriculum units had in fact been implemented. Extenuating contract circumstances prevented this option from being adopted, but an alternative strategy was evolved. An informal "affidavit" form was developed which required each participant to indicate the school, grade or level and month of the school calendar year when the unit was planned to be taught. The data available on the implementation of units for the period of September to November, 1972 attests to the validity of this method. At the writing of this report, thirty-seven (37) institute participants have or are presently engaged in implementation of Afro-American curriculum units. These thirty-seven (32 women and 5 men) represent thirty schools (22 elementary schools and 8 high schools). It could be argued that there were significant alterations in the format of the summer 1972 institute that provided the catalyst for this stepped-up rate of implementation or that this second set of participants are somehow a uniquely different population than those who were enrolled in the summer 1971 institute. It is our considered judgment, however, that the device which enhanced the implementation rate was the "affidavit". This sort of promisory note or educational I.O.U. let AACO/RC staff know in advance when to expect implementation and the participant teachers also know that they would be contacted for possible site visitation by AACO/RC staffers in order to be of assistance to the teachers when units were to be taught.

It is perhaps worthwhile to speculate as to the implication which might be drawn from the employment of this semi-coercive strategy. While the promise contained in the affidavit could not have been made obligatory, nonetheless, it may have had the effect of establishing a sense of personal obligation on the part of the teachers. Afterall, they had received both the stipend to attend the institute as well as the instruction presented in it. Perhaps then the affidavit served to invoke a note of personal responsibility to implement the units as just recompense for the service and fees they had received. This is purely speculative and no "hard data" are available to substantiate this notion other than the indisputable fact that nearly four times as many units have been implemented this year in three months than the number taught all of last year.

User Index Report

The data displayed in Table 2, User Index, dramatically points out the breadth of distribution of materials that is being experienced by the AACO/RC. Books, films, filmstrips and bibliography sets are obviously the most widely used materials.

TABLE 2

USER INDEX

Material		Month	
	Sept.	Oct.	Nov.
Books	269	303	343
Films	64	98	98
Filmstrips	111	149	154
Records	11	33	16
Maps	4	4	3
Pamphlets	2	27	23
Visual Sets	24	31	25
Games	10	7	3
Transparencies	7	2	7
Comic Book Sets	1		
Cassette	1	9	3
Periodicals	1	8	51
Bibliography Sets	10	106	107
Photocopies	5	42	44
Study Kits	6	3	1
Sets of Book Covers	3		
Teacher Guides	12	49	23
Slide Sets			1
Artifacts	1		
Totals	542	871	902

The totals for using books, films and filmstrips are even more remarkable when a comparison is made for the first three months of this calendar school year with the totals for the 16 months immediately prior to this year.

TABLE 3

BOOKS, FILMS AND FILMSTRIP COMPARISONS, 1971-1972

	1971-72 (16 months)	1972 (Sept., Oct., Nov.)
Books	455	915
Films	399	260
Filmstrips	398	414

Assuredly, the use of films will far outstrip last year's usage while both books and filmstrips are already more than marginally ahead of last year's pace. This markedly increased rate of circulation is testimony to the impact that AACO/RC is having upon the educational enterprise in the 9th congressional district.

It is worth noting too that the 1971 annual report (p. 10) remarked that books, films and filmstrips were the most widely used materials. This observation is lent further credence with just a cursory glance at the data in Table 3, User Index for the Sept., Oct., Nov.-period of 1972. It can also be seen by referring to this same table that a gain of 329 units of material borrowed was recorded from September to October, 1972. Also, November showed an increase (31 units) over October. These gains in units of material on-loan are congruent with the gains made in the numbers of curriculum units implemented thus far in 1972.

Data On Students

Eight semi-empirical or quasi-experimental studies have been inaugurated since September, 1972 using the Indiana Paired Hands Test as the criterion measure. To date, only one study has been completed. This investigation did not reveal statistically significant differences for experimental children's pre- and post-test scores, however, some interesting anecdotal data may be worth considering. The teacher who conducted the study has reported that unfavorable remarks were directed to her by both fellow faculty members and other school personnel to the effect that teaching units on Afro-American studies would "stir up trouble" and "....would get the niggers to come to our school". It is difficult to be scientifically or empirically precise in assessing these types of feedback, but it is not so difficult to speculate about the generalized nature of these remarks. In our view, these remarks are either blatant or covert testimonies to racism-clear and straight-forward. Further, this type of general reaction perhaps should be expected, can be predicted, and ought to be seen as the tip of the iceberg---that is, the size of the problem of racism is barely seen, attacked or remediated by a single teacher's efforts to present her classes with a more accurate and balanced view of American life. Moreover, the values children espouse are created and learned and tenaciously believed from more sources, the home not being the least influential than just school.

While the authors of this report have previously reported (1971) on the success of one experiment in attitude modification as assessed by the Indiana Paired Hands Test, this study is not generalizable to all other settings and populations, nor can we expect similar findings as in our original study unless similar or identical variables in content, strategy, materials, personnel and procedures for controlling compounding variables are stringently applied. None of the current and subsequent studies to our original design have followed our initial agenda and prescriptions. Therefore, non-significant findings in the current investigations do not detract from the original investigation and similarly should not be at all viewed as decreasing for one iota the importance of curricular innovation and intervention of studies and units in ethnic pluralism by concerned teachers and administrators.

In addition to the eight studies already begun in September of this school year, there are six more quasi-experimental investigations scheduled for inauguration in the Spring of 1973. Data from all of these investigations will be reported as the findings become available.

Status Report on 1972 Annual Report Recommendations

There were ten (10) recommendations tendered in the 1972 Annual Report (p. 20-21) and follow-up has been done to determine the course of events subsequent to submission of those ten suggestions.

Recommendations numbers one and eight, respectively, dealt with physical plant needs for expansion of AACO/RC and establishment of guidelines for funding of AACO/RC as the LEA becomes eligible to assume a new dimension in support for this office. Discussions on both of these issues are being carried out by the AACO/RC director and TPS top management at this writing. Decisions pursuant to these issues are expected to be firmed-up by mid-January, 1973.

Suggestion number two that encouraged the AACO/RC staff to consider extension of the use of teacher feedback on the suitability of newly acquired materials has been largely ignored. Conversations with AACO/RC staff have indicated that this procedure is not seen as centrally necessary for the accomplishment of the mission of the center.

In-servicing of AACO/RC staff by the evaluation team for developing refined skills in test-item construction is scheduled to be accomplished during the next two months (Jan. & Feb., 1973). An analysis of the Suggested Pre-Test for Afro-American Studies Guide as developed by the AACO/RC staff shows that 14 multiple choice items are subdivided (using Bloom's Cognitive Taxonomy) into eleven (11) recall items; two (2) comprehension items; and one (1) analysis item. There are, additionally, seventeen (17) true-false items (all at the recall level). While the items themselves possess unquestionably sound content, they call upon the person being tested to use recall as the dominant mode of thought. While recall is necessary; it is not in itself sufficient, hence, these items can be recast to reflect alternative thought operations. This will be the focus of the test-item-writing in-service activity that will take place in the first two months of 1973.

As to the recommendation that AACO/RC further attempt to acquire a more efficacious film delivery system---this cannot be realized in that the central audio-visual services for TPS determines all routing, repair and return procedures for all films circulated throughout the total school system.

The community advisory council is, candidly, a dead issue with AACO/RC. In fact, discussion with AACO/RC staff reveal that it is perhaps fortuitous that the council is not active, because there remains the opinion that the council could invoke more restraints and provide barriers beyond those necessary for optimum implementation. While broad-based community contact and input was utilized to assist in the inauguration of this curriculum office, the office staff does not see this grassroots participation as being essential in the furtherance of the center's aims and purposes. Given the broad appeal, utilization and popularization of the center and its recources by its dedicated staff, this analysis by the staff is perhaps accurate and timely.

It was gratifying to learn from the AACO/RC librarian that increased emphasis in acquisition of materials appropriate for elementary school use is and has been proceeding since this recommendation was made in last year's annual report (recommendation no. 6).

A conversation with the AACO/RC director has revealed that in his additional capacity as director for social studies for the TPS system, he has met with and advised the several social studies department chairmen as to the credibility of using AACO/RC resources and materials. However, definitive meetings with principals have not yet been held.

The foregoing points have spoken to the extent and nature of activities carried out that are consequent to the several suggestions which were tendered in last year's annual report.

There remains another facet of this section of this report that perhaps should not be included, but data are data and our job is to report what we find. There seems to be a "slump in the spirit" of the AACO/RC staff at this point. It is probably due, for the most part, to the uncertainty associated with the future continuance of the center. As the final third year of federal support comes to a close, the financial resources for the center become increasingly limited. While it may be premature to say so, it is the considered opinion of these authors that this center and its staff ought to be considered as a national (at least state-wide) model for other IEA's to emulate and draw up for expertise and consultantcy. Perhaps with special support and recognition, this center should be maintained, publicized (nationally) and utilized as a prototype for others.

Master Curriculum Kit Development

The evaluation team has been able to develop 448 objectives for a wide variety and scope of curriculum units. These objectives have been culled and codified from the curriculum units written by summer institute participants for the past two years. There remains considerable work that must be accomplished to distill one trial or experimental unit to be piloted in designated classrooms. The matter of material selection, sequencing of lessons, determination of strategies for each lesson and writing of a content test for this unit all remains to be yet realized. Nonetheless, a sample of these objectives is included in this report, and it can be noted that should AACO/RC desire a complete set of these objectives, they are now available to be duplicated for use by that office or other designated TPS central office units.

Examples of objectives:

1. Student will design a poster that demonstrates the concept that: statements made about a group of people do not consider members of that group as individuals (this objective resides at the levels of comprehension and application).
2. The student will write and participate in a playlet demonstrating how one can "squelch" prejudice in one's own life (application, comprehension, analysis, and synthesis levels).
3. The student will be able to prepare and present to the class a 15 minute comparison between the positions of any two of the following:
    a. B.T. Washington
    b. W.E.B. DeBois
    c. M. Garvey
    d. W. White
    e. A.P. Randolph

(This objective, while at an analysis level, fails to establish the topic upon which the comparisons will be made.)

4. Children will discover the tremendous contributions Blacks have made to our society. (This objective, while worthwhile, is vague, unspecified and totally lacking in direction).

These four examples of objectives can be readily seen for their teachability, clarity, vagueness or inappropriateness-whatever applies in each case. Hence, these objectives are the centerpieces and materials from which curriculum units, lessons and programs can be built bv classroom practitioners. Further editing of the objectives for teachable behavioral statements remains as yet another challenge to be met.

Summary

Responses to interest indexes by teachers in AACO/RC-sponsored workshops is very positive and favorable. Implementation of curriculum units is significantly greater than at any other previous time. In fact, implementation this year is four times greater in one-third the amount of time than last year. User Index Reports indicate vastly increasing circulation of material of all types throughout the ninth congressional district. Data on students, as available through the Indiana Paired Hands Test, is inconclusive at this time. Anecdotal data from one teacher provides potential insight into the magnitude of the problems of racism. Review on the status of last year's recommendations reflects "a mixed bag" --- some things accomplished, some ignored and some still being deliberated. The development of a master curriculum kit is progressing, but much more work needs to be done in the next few months.

As usual, an ever-growing and evolving enterprise is continuously bringing forward new challenges and new opportunities. This has been and probably will continue to be one of the hallmarks of effective curriculum innovation and growth.

Addendum To The Second Interim Report

for

The Afro-American Curriculum Office and Resource Center

by

Dean L. Meinke and I. David Glick

January 5, 1973

In the first interim report of October, Meinke and Glick (1972) presented findings concerning the test results of the participants of the Afro-American Summer Institute. It was stated in that report that further analyses would be completed. The purpose of this interim report is to present the results of the further analyses completed by the evaluators of the data for the Summer 1972 institute. Specifically, the results of the participants' responses to the Edwards Personal Preference Schedule (EPPS) will be reported. This test was administered to three random groups of participants on 13, 16, and 23 June, 1972.

The fifteen scales on the EPPS are purported to reflect the needs of the individual. The scales are labeled as follows; achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexaulity, and aggression. Definitions for each of these needs can be found in the manual for the Edwards Personal Preference Schedule revised 1959 on page 11. The reliability coefficients for these scales were reported to range from a low of .60 to a high of .87 using a split-half interval consistency procedure. A test and re-test procedure was reported to yield higher reliability coefficients ranging from a low of .74 to a high of .88.

The scores of all individuals were summed across the three subgroups and the means and standard deviations are shown in Table 1 for each of the fifteen scales. This resulted in total of 87 individual scores for each of the scales. Care should be taken in the interpretation of the findings shown in Table 1 because the mean scores reflect both female and male respondents. The norm groups shown in the manual are reported separately for female and male subjects. It can be seen, however, that the highest mean score was found for the scale, intraception, while the lowest mean score was found for the scale, heterosexuality. Curiously, the least variability was shown for intraception while the greatest variability was found for heterosexuality.

TABLE 1

Means and Standard Deviations for the 15 Scales of the EPPS
(N = 87)

Scale	Mean	Standard Deviation
Achievement	13.95	3.94
Deference	12.77	4.41
Order	11.79	5.42
Exhibition	13.16	4.07
Autonomy	12.84	4.21
Affiliation	14.77	4.68
Intraception	18.21	3.77
Succorance	11.95	4.92
Dominance	13.55	4.80
Abasement	13.89	4.74
Nurturance	16.09	4.14
Change	17.24	4.44
Endurance	14.89	5.04
Heterosexuality	11.61	6.04
Agression	11.85	4.45

Means and standard deviations are shown in Table 2 for each of the three sub-groups on each of the 15 scales of the EPPS. The scale with the highest score is intraception with means of 17.60, 17.81, and 19.35 for the three groups are 3.82, 3.35, and 4.15. There is not the same consistency across sub-groups for the lowest mean score. For example, the low mean for groups one is for agression with the value of 11.08 and a standard deviation of 4.16. There are two means of equal value in the low rank for group two. The mean is 11.28 for both order and heterosexuality with standard deviations of 5.34 and 5.33 respectively for the two scales. The lowest mean for group two is 10.04 on the scale of succorance which shows a standard deviation of 4.32.

In Table 2 the F ratio for each of the 15 scales on the EPPS is shown. When one sets the confidence level at the .05 level, there are no significant differences between the groups who were administered the test at different times for any of the fifteen scales.

TABLE 2

Means and Standard Deviations of Three Sub-Groups for 15 Scales of the EPPS and Their F-Ratios

Scale	Group 1 Mean	(N=25) SD	Group 2 Mean	(N=36) SD	Group 3 Mean	(N=26) SD	F Ratio
Achievement	14.08	4.19	13.47	3.96	14.50	3.72	0.53
Deference	13.00	4.97	12.64	4.27	12.73	4.20	0.05
Order	12.76	5.96	11.28	5.34	11.58	5.05	0.58
Exhibition	13.16	4.07	12.97	4.06	13.42	4.22	0.09
Autonomy	11.80	4.08	13.53	4.07	12.88	4.48	1.25
Affiliation	14.44	5.06	15.69	4.60	13.81	4.35	1.32
Intraception	17.60	3.82	17.81	3.35	19.35	4.15	1.75
Succorance	12.76	5.33	12.78	4.78	10.04	4.32	2.93
Dominance	14.40	5.16	13.25	5.24	13.15	3.76	0.55
Abasement	13.92	4.11	14.50	5.02	13.00	4.95	0.75
Nurturance	17.00	3.70	15.67	4.48	15.81	4.06	0.85
Change	16.76	4.01	16.92	4.76	18.15	4.38	0.79
Endurance	15.08	5.27	14.92	5.17	14.65	4.82	0.05
Heterosexuality	11.56	6.67	11.28	5.33	12.12	6.54	0.14
Agression	11.08	4.16	11.83	4.19	12.62	5.07	0.75

Considering the fact that there were no significant differences found among groups on the EPPS, there are two important conclusions to be made. First, there is no support for the notion that participation in the institute necessarily diminishes significantly one's need for change. The finding in the 1971 data which showed significant lower need for change scores for that group may be only a function of that particular institute and group of participants. Further inferences and generalizations to other groups is not supported by the 1972 study. Second, the data shown in Table 1 can be used to represent the group as whole since there were no significant among any of the subgroups for any of the scales on the EPPS.

Since the highest mean score for any scale shown in Table 1 is for the need of Intraception, the definition from manual is quoted here. "Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act." (Edwards 1959)

If this really reflects as a whole the primary need of the numbers of the institute, one can concern with this type of personality characteristic as being a desirable trait for teachers.

It is further noteworthy to emphasize that the second highest mean score for the total group was change. Certainly one would desire persons in an institute designed to promote the development of innovative curriculum intervention programs to possess this characteristic. The higher implementation rate was a function of the strategy of the signed affadavit but, in addition, it may also in part be attributed to the high need for change as a characteristic of the participants.

The implication of these findings would point toward a further analysis of the scores on the EPPS. It is possible to do this by means of a factor analysis. Such an effort might reveal some of the types of personality typologies of the participants.

References:

Edwards, A.L. Manual: Edwards Personal Preference Schedule. Revised 1959. New York: The Psychological Corporation.

Meinke, D.L., and Glick, I.D. First Interim Evaluation Report. The University of Toledo, 1972.

APPENDIX O

THIRD INTERIM EVALUATION REPORT

for the

AFRO-AMERICAN CURRICULUM OFFICE AND RESOURCE CENTER

by

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and

Irvin David Glick

April 1, 1973

Introduction

The third interim report includes 7 components. These are:

1. Report on content tests for pupils.
2. Report of evaluation of objectives for curriculum kit.
3. Report of curriculum unit implementation.
4. User index report.
5. Report of impact of AACO/RC on community.
6. Progress on the Popham self concept index.
7. Summary.

Report On Content Tests For Pupils

This component of the third interim evaluation report deals with alternatives to test items contained in devices written by the AACO/RC staff. Selected examples of test items previously written by the AACO/RC staff are herein presented with its alternate juxtaposed along side:

Example	Alternate
1. "Black Power" means a. the same thing as "White Supremacy". b. that the Afro-Americans want some control over their economic situation. c. violence to the American society. d. all of the above.	1. "Black Power" is a slogan used to encourage Black people to respect themselves and to not be afraid to speak up for what are the rights and privileges to be available to all American citizens. With this explanation, we can now see that "Black Power" means a. b. c. d. } (same choices as in the example)

It is essential to note that the "example item" calls upon the student to recall a definition (to have previously memorized the necessary concept for later application on a test). The "alternate item" incorporates into its stem a referent-explanation (the concept itself) so that the choices are applied to the concept as opposed to a label which represents the concept. The alternate, therefore, is conceptually reinforced by correct selection of its appropriate counterpart choice. The test item thereby becomes a teaching device as well as a measurement strategy (it measures comprehension as opposed to recall). Since it is, therefore, a teaching device, it becomes a tool for concept solidification on the one hand, and raises the level of cognitive behavior (on Bloom's hierarchical Cognitive Taxonomy) from recall to both application and comprehension on the other.

Example	Alternate
2. "Jim Crow" meant that a. whites and blacks shared equally in the South. b. whites and blacks shared equally in the North. c. whites and blacks were separated as much as possible in the South.	2. "Jim Crow" was a label that was used to describe those laws, customs, values, and practices that kept Blacks from having the same opportunities as whites. Blacks weren't allowed to go to school; to own property; to vote; to hold and sign contracts--all of which whites could do and were allowed to do. Therefore, "Jim Crow" means a. } (same choices as b. } in the example) c. }

This second example and its alternates further exemplify the conditions of alterations described for the first item. Herein we can clearly see that the stems are clarified, at a conceptual level, and the matching/selection process with regard to responses becomes a comprehension activity rather than a recall activity. Therefore, we raise the students' level of cognitive behavior to both increasing complexity and sophistication while simultaneously measuring him/her on their ability to decode meanings (to do comprehension).

It is recognized that the vocabulary in these two alternates may well have to be redesigned for differing student competency levels, however, the major thrust of the alternates remains a viable strategy for up-grading the quality of an entry-level, pre-test instrument. Such an instrument would yield several different kind of data: student conceptual levels with regard to items; source data for subsequent lessons; source data for item analysis of the test itself; and posttest devices.

The AACO/RC staff has been previously given personal copies of the E.T.S. packets on making tests. In April, the AACO/RC staff and the writing of the report will effectuate an alternate examination for those previously constructed by the AACO/RC staff.

One final test item and its alternate will be offered for this section of this report.

Example	Alternate
3. The Plessy vs. Ferguson Court decision in 1896 a. affected only Plessy. b. became the legal basis for racial segregation in many other areas. c. affected only railroads.	2. The Plessy vs. Ferguson court decision in 1896 established the legal doctrine for "separate but equal" facilities for Blacks and whites. This idea of "separate but equal" facilities helps to promote a. desegregation. b. integration. c. segregation. d. none of the above.

Report of Evaluation of Objectives for Curriculum Kit

It was reported earlier in the second interim report that 448 objectives were developed from a number of curriculum units. It may have been noted that the objectives were not classified as yet according to any particular taxonomy and that a clear cut distinction between objectives and instructional treatments was not made. Accordingly, the pool of 448 objectives was submitted to an evaluation process to accomplish these ends.

First, the objectives were sorted according to these categories: (1) Behavioral, (2) Treatment or Instructional Procedure, (3) Group, (4) Multiple, (5) Non-Behavioral, or (6) Miscellaneous. The frequency of objectives which were included in each of these categories is shown in Table 1.

TABLE 3

Classification of Objectives

Category	*Number of Objectives
Behavioral	35
Treatment	193
Group	28
Multiple	15
Non-Behavioral	118
Miscellaneous	13

*The total is less than 448 because a few objectives could not be classified.

The category group was established to accommodate those objectives which were directed toward more than one person working together to accomplish the goal. The category, multiple, was established to accommodate either mixed behavioral and treatment objectives or to accommodate objectives that cut across several categories of Bloom's (1956) Taxonomy. Several implications can be drawn from the data shown in Table 1. First, in future summer institutes, attention must be given to help participants distinguish between objectives and instructional treatments or strategies. Second, attention must be given to help participants distinguish between behavioral and non-behavioral objectives.

Second, the behavioral objectives were sorted according to Bloom's (1956) Taxonomy. The frequencies of the 35 behavioral objectives in each category are shown in Table 2. It can be easily seen that most of the objectives fall into the category of knowledge. This verifies and justifies the kind of test item writing demonstrated in the previous section of this report. It is clear that the principal implication of these data is that greater attention and training must be provided participants in order to develop skills to write objectives at the high levels of the taxonomy.

TABLE 3

Objectives Classified According to Bloom's Taxonomy

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
23	7	3	1	1	0

Therefore, one recommendation might be that participants from the two previous summers be queried for possible attendance at a future summer institute aimed at building those skills which will equip participants to develop objectives and test items at the higher levels of the taxonomy.

Both of the sorting tasks were accomplished by a group of four doctoral students and one of the evaluators. Another concern which developed during this evaluation was that of developing criterion referenced items. Specific problems began to develop when criterion referenced items were attempted at the higher levels of the taxonomy.

Report of Curriculum-Unit Implementation

At the writing of this report, eighteen (18) teachers who had previously participated in summer institutes sponsored by the AACO/RC, have taught units under the umbrella of a quasi-experimental research design. Dozens of other units have been taught, but we will look primarily at some of the data that have been retrieved from a few of the completed unit/research efforts.

One teacher, in a third grade setting, asked her students to draw pictures of cowboys as an open-ended art-oriented pre-test. She reported that 54 per cent of her class of all-Black students drew these pictures with only white cowboys being represented. After the instruction of a unit on "Blacks in the West", the post-test drawings indicated that nine (9) per cent of her class drew only white cowboys--a 45 per cent shift toward increasingly accurate representations of historical antecedents as they had actually occurred. This type of data, while not as "hard" as F-statistic findings, provides us with additional insights into student-behavior-as-a-consequence-of instruction, and must not be ignored!

Another school reports that after instruction in "Afro-American in American Life", a unit of several weeks duration presented in an all-white school at the sixth-grade level, students wrote and published articles in their school newspaper which extolled the virtues and contributions made by Afro-Americans. This activity was not part of the planned activities of the unit, and is soft but significant data in our view.

A teacher who works in a half-way house for girls who are pregnant out-of-wedlock has told us of the significant interest her students have taken is art from antiquity. Her unit, Ancient African Art, has stimulated her class to visit the local museum and self-explore additional facets of art in ancient times---a direct carry-over effect of the instruction of the unit.

One additional example of the type of "soft data" which we've been receiving comes from an unsolicited letter:

> "....the course I took in 1972 has proven to be most worthwhile. My second grade class has been most receptive to the unit plan I conceived....I myself have enjoyed the challenge of teaching human understanding as a result of this course."

These types of "soft data" responses from a few teachers who have both taught units and have attempted to assess the effects of their instruction in terms of student and personal behavior may indeed be more powerful and pertinent than "hard data" retrieved from instruments not specifically criterion-referenced to content or units of instruction.

User Index Report

The frequency of use of the resources of the AACO/RC can be easily documented reflecting increasing utilization by teachers. The materials circulated during the months of January and February are shown in Table 3.

TABLE 3

Materials Circulated For January and February, 1973

Material	January 1973	February 1973	Totals
Books	245	241	486
Films	82	123	205
Filmstrips	155	210	365
Records	32	22	54
Maps	2	3	5
Pamphlets	16	10	26
Visual Sets	52	68	120
Slide Sets	1	2	3
Periodicals	1	5	6
Bibliographies	22	66	88
Transparency Sets	4	10	14
Photocopy Sets	131	21	152
Newsletters	37	81	118
Study Kits	1	3	4
Handbooks	246	44	290
Artifacts	40	1	41
Bookcovers	37	27	64
Games	3	0	3
Cassettes	1	0	1
Teacher's Guides	0	160	160
Totals	1,108	1,097	2,205

An analysis of this table indicates continued high levels of circulation for these first two months of 1973. The grand total of 2,205 units of material compares most favorably with the grand total of 2,315 units circulated for September, October, and November, 1972.

In short, the figures for these first two months are nearly equal to the figures for the first three months of the school year.

TABLE 4

Books, Films and Filmstrips
(Comparisons: 1971, 1972, 1973)

	1971-72 (16 months)	1972 (Sept/Oct/Nov.)	1973 (Jan/Feb.)
Books	455	915	486
Films	399	260	205
Filmstrips	398	414	365

Books have significantly tapered off in distribution during 1973, while use of films and filmstrips have remained relatively high. There are other "gainers", however, over the first three months of this school year (see following table).

TABLE 5

Gains and Losses

Material	Sept/Oct/Nov., 1972	Jan/Feb., 1973
Records	60	54
Maps*	11	5
Pamphlets	52	26
Visual Sets	80	120*
Slide Sets	1	3
Periodicals	60	6
Bibliography Sets	223	88
Transparencies	16	14
Photocopy Sets	91	152*
Newsletters	No data	118*

These data from Table 5 indicate some material increasing in circulation with others declining. Overall, center use, remains high and stable.

Perhaps even more interesting data are seen in Table 6, User Index, which indicates the scope and kind of uses of the center.

TABLE 6

User Index

	January, 1973	February, 1973	Total
T.P.S. - Elementary Teachers	147	230	377
T.P.S. - Jr. High Teachers	15	19	34
T.P.S. - High School Teachers	35	166*	201
T.P.S. - other personnel	16	18	34
Users from Ohio, but outside of T.P.S.	51	63	114
Out-of-state users	3	3	6
Total	267	499	766

Note the increase in high school personnel using the center---a result of increasing AACO/RC staff in-service activities with high school teachers and students.

In sum, these four (4) table show a continuing use of the center's facilities and library---a use that remains active and comparable with prior months.

Report of Impact [illegible] ACO/RC on Community

Perhaps the term, community, needs to be defined broadly for purposes of this report. In that way the impact of the center will not be restricted to the community of Toledo but expands to the state, National, and International levels. For example, the impact of the center can be shown by building a hierarchy from the local level to the national level. In Table 7 there are 9 entries that reflect an impact upon the community. The letter of apology from the Blade indicates the type of influence that can help to re-affirm policies of an institution to provide additional safeguards against the perpetuation of racist sterotypes. The two entries at the state level, the 9 entries at the national level, and the one at the international level reflect an expansion of the impact of the center.

TABLE 7

Hierarchy of Impact of Center

Level	Frequency	Type of Evidence
Local	1	Letter of Appreciation, Teacher
	1	Letter of Recognition, TPS Staff Member
	1	Newspaper Article in The Blade, June, 1972
	1	Newsletter of Lutherans for Human Dignity
	1	Letter to the Blade from Lutherans for " "
	1	Letter of appreciation from " " " "
	1	Letter of appreciation, School Principal
	1	Letter of appreciation, Boys Club of Toledo
	1	Letter of apology from the Blade
State	1	Request for material, State Department of Education of Ohio
	1	Request for material, Cincinnati Public Schools
National	2	Requests for materials from Centralia, Illinois
	2	Requests for materials, Educational Improvement Center, New Jersey
	1	Request for material, Makulla County School Board, Crawfordville, Florida
	1	Request for material, Pecos Elementary School, Roswell, New Mexico
	1	Request for material, Cajon Valley Union School, District El Cajon, California
	1	Request for material, Department of Education of Nebraska
Inter-National	1	Letters of appreciation from Missionary to Liberia, West Africa

Progress on the Popham Self-Concept Index

Plans have been initiated to administer the Direct Self Report, Inferential Self Report, and Observational Indicators to a group of seventh graders at Bowsher J.H.S. during April or May. The instruments developed at the Instructional Objectives Exchange (1970) are described in their publication, Measures of the Self Concept K-12.

Summary

Within this report there is considerable evidence that the AACO/RC is continuing and advancing its efforts in serving the needs of the schools and community. The increased impact has been reflected by the movement from the local to the state, national and inter-national level.

In addition, this report has shown how items can be modified to test at the comprehension level rather than the knowledge level. Moreover, data were presented that indicated a direction for improvement. Specifically, the recommendation was made to encourage the development of skills among teachers to develop and write objectives and test itmes at the higher levels of the taxonomy. The center could participate by offering an institute or workshop for interested teachers.

References

Bloom, B.S., et. al., Taxonomy of Education Objectives, Handbook I: Cognitive Domain, New York: McKay, 1956

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